

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Course Name	Assessment and Intervention II
Course Number	CPSY 542
Term	Fall 2013
Department	Counseling Psychology
Faculty Name	Elena Lilles Diamond, PhD, NCSP

Catalogue Description:

Didactic class instruction, practicum placement, and clinical training as related to work as a professional school psychologist. Covers the application of psychological therapies with children, adolescents, and families in educational settings, as well as skills involved in collecting data for consultation and assessment at the practicum site. In weekly seminars, students review research, theory, and practice.

Prerequisite/Restriction: CPSY 581 and consent of instructor.

Guiding Principles/Standards Addressed in Course:

<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	X

Authorization Levels (for TSPC-approved programs only):

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	R, P
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R, P
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	R, P
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	R, P

*R = Readings and In-class Discussions *P = Practicum

Lewis and Clark College
Graduate School of Education and Counseling
CPSY 542: Assessment and Intervention II
Course Syllabus Fall 2013
Wednesdays 5:30-8:45pm
Rogers 217

Instructor:

Elena Lilles Diamond, PhD, NCSP
Phone: w) 503-768-6057
Email: ediamond@lclark.edu
Office: 329 Rogers Hall
Office Hours: By appointment

Prerequisite: CPSY 541

Credit: 3 semester hours

Required Texts:

1. Sattler, Jerome M. (2008). *Assessment of Children: Cognitive Foundations – 5th edition*. San Diego: Jerome M. Sattler, Publisher, Inc.
2. Schrank, F. A., Miller, D. C., Wendling, B. J., Woodcock, R. W. (2010). *Essentials of WJ III Tests of Cognitive Abilities Assessment*. New Jersey: Wiley & Sons, Inc.
3. Mather, N., Wendling, B. J., Woodcock, R. W. (2001). *Essentials of WJ III Tests of Achievement Assessment*. New Jersey: Wiley & Sons, Inc.
4. Flanagan, Dawn P. & Kaufman, Alan S. (2011). *Essentials of WISC-IV Assessment –2nd Edition*. New Jersey: Wiley & Sons, Inc.
5. Additional readings will be made available online or in class

Required Materials:

Stopwatch
Clipboard
3+ DVDs
Test protocols as needed

Course Description:

This course is the second of a three-part assessment sequence that addresses psychoeducational, social, emotional, and behavioral assessment of children and adolescents from birth through age twenty-one. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret and present data using psycho-educational assessments involving cognitive, academic, and adaptive measures.

This course is designed to prepare students to (a) understand and learn the process of assessment, (b) critically evaluate various standardized measures of cognitive and achievement functioning, (c) employ an empirically-based method of analyzing information obtained during the assessment process and linking data to interventions, (d) communicate assessment findings orally and in writing in a clear and

professional manner to a variety of audiences, and (e) appreciate the theoretical constructs and psychometric properties that underlie cognitive and achievement assessment instruments.

Students will utilize empirically supported procedures for collecting, analyzing, and presenting assessment data used in making educational and clinical decisions. All measures discussed in the course will be presented as *tools* that complement other facets of assessment. The course emphasizes both “how to” administer specific tests, as well as general principals and theoretical grounding to guide the use and application of these and other assessment tools throughout the individual’s professional career. Ethical administration and interpretation is emphasized, including understanding the theory and specific uses and limitations of intellectual assessment tools, standardization procedures, properties of the normative sample, data-based interpretation of results, and issues of special populations and human diversity.

The course format stresses the formative evaluation of student progress toward a criterion of competence. Students are expected to master the administration, scoring, and basic interpretation of specific cognitive and achievement measures to a high level of mastery. Additional training and experience will be necessary, however, to further develop and refine skills and to apply them to diverse individuals in a variety of settings. Students demonstrating initial competence following this course will be ready for further training in individual intellectual assessment in supervised practicum experiences, but not for unsupervised/independent practice.

Course Goals and Objectives:

1. Recognize measurement principles for selecting, using, and interpreting assessment tools
2. Become familiar with ethical and legal standards and responsibilities in regard to test materials
3. Exhibit interpersonal relationship skills including the ability to develop rapport with an examinee and communicate in a sensitive manner when providing feedback.
4. Develop an appreciation and awareness of the use and limitation of standardized assessment tools, particularly for students from diverse linguistic, cultural, and socioeconomic backgrounds
5. Demonstrate initial competence in the standardization administration, scoring, interpretation, and reporting of the WJ-III ACH, WJ-III COG and the WISC-IV.
6. Become familiar with additional cognitive and academic measures by conducting a test review and a classroom presentation
7. Develop proficiency in writing “Report of Cognitive Ability” and “Report of Academic Ability”
8. Demonstrate basic knowledge of psychometrics and test development including an application of psychometric theory in practice.
9. Become familiar with ethical and legal standards and responsibilities in regard to test materials
10. Describe the contributions and relevance of intellectual assessment for making important decisions about children and adults.
11. Describe the applications of assessment within a problem-solving and Response to Intervention model for educational decision-making.
12. Examine and describe test performance in terms of the behaviors required for successful completion.
13. Integrate information from tests, observations or behavior, and interviews in a written report suitable for parents/clients.
14. Demonstrate knowledge of issues surrounding the intellectual assessment of children and adults from special populations, such as preschoolers, children/adults with disabilities, and children/adults for whom English is a second language.

The following NASP standards are addressed in this course:

- 2.1 Data-Based Decision-Making and Accountability
- 2.3 Effective Instruction and Development of Cognitive and Academic Skills
- 2.4 Socialization and Development of Life Skills

- 2.5 Student Diversity in Development and Learning
- 2.11 Informational Technology

Course Requirements and Assessment information:

1. This is an application course that requires a degree of mastery of administration and scoring of specific cognitive assessment tools. This course consists of a seminar portion and lab meetings. Students are expected to spend considerable time outside of class engaged in readings, test review, rehearsal, observation, administration, scoring, interpretation of data, and report writing.
2. **TEST RESULTS AND/OR REPORTS MAY NOT BE SHARED WITH STUDENTS, ADULTS, PARENTS, OR OTHER INTERESTED OR CONCERNED PARTIES. THESE RESULTS MAY NOT BE USED FOR INSTRUCTIONAL PLANNING, SCREENING, CLASSIFICATION, PROGRAMMING DECISIONS, OR RECOMMENDATIONS. This condition must be clarified with parents and volunteers prior to their participation.**
3. The confidentiality of all test results, protocols, conclusions and recommendations will be strictly maintained in class discussions and peer review. Any identifying information will not appear on any protocols, reports, in class discussions, or peer reviews. All references to volunteers will be by a fake name.
4. Legal Custodial parental informed consent and permission will be obtained for all minor volunteers. Adult volunteers will provide informed consent. All materials for Instructor review must be accompanied by a signed informed consent form.
5. Test Kits: You will be sharing test kits with students enrolled in the course under considerable time pressure, so please make sure that you sign out the test only for the day (or two) you will be administering it. If you check out a kit for the test we are discussing in class (see class outline), please bring it to the class. Test kits will be checked in and out by making an appointment with Juleen Norling at jnorling@lclark.edu during regular office hours (Monday-Friday, 9:00am – 5:00pm). Each test kit group will be responsible for their test kit throughout the semester. Before the last day of class at the end of the semester, one or more members from each group will contact to bring in all test kits for final check-in. During this appointment, the contents of each kit will be inventoried, using the enclosed list of components. Each member of the group will be financially responsible for all missing components. An essential aspect of professional courtesy is to return or pass on a kit in perfect condition, ready to be used by the next person.
6. Attendance: Students must attend all class and scheduled training sessions, come prepared with completed assignments, and actively participate in class discussion and activities. If a special circumstance prevents a student from attending a class or session, the student must notify the instructor in advance. Students are expected to be to class on time. Students are responsible to obtain any information in the event of a missed or tardy class. More than one absence from class may result in a failing or incomplete grade. If a student plans to leave class early, he or she needs to alert the instructor in advance and complete required work. Missed classes will require a make-up assignment: a one page bulleted summary of the information presented in the class you missed, gathered via interview with your classmates, *and* an article review on a topic related to the missed class with a two page written review and reflection.
7. All assignments must be completed and submitted by the scheduled final time. Incompletes will be awarded only under rare and unusual circumstances and with prior instructor approval.

8. **Late Policy:** Assignments and papers are due in class on the day specified in the syllabus or by the instructor. Points will be deducted for assignments not turned in on time (-10% per day late).

Class Assignments:

1. **Discussion Questions:** In preparation for each session, each student is asked to write down 3 discussion questions that they took from each of the readings. These are due each week in class. Please come to class prepared to discuss the key points in the readings. See handout for examples **(45 points total)**.
2. **Observation:** Arrange to observe a licensed school psychology at your practicum setting administer a standardized cognitive or achievement assessment (e.g., WJ-III ACH, WJ-III COG, WISC-IV; WAIS-IV; UNIT, etc.). The purpose of this assignment is twofold: 1) to learn from an experienced school psychologist how to create a comfortable testing environment in a standardized fashion, 2) to experience firsthand how to collect observational data and accurately record students' responses during administration of the cognitive test. **Requirement:** You may ask any school psychologist in your practicum setting for permission to be present during the testing. You will not be able to interact with the examinee in any way during or after testing. Please refer to a student only by his/her first name to protect confidentiality - however, you need to record the student's birth date for scoring purposes. You are welcome to ask the school psychologist questions regarding the test administration after testing sessions. This assignment has two parts: 1) You will write a summary of the student's test behavior including his/her responses to environment, examiner, and task approach. In addition, you will score his/her protocol. You will need to submit a scored protocol and typed observation. 2) You will write a reflective paper (1-2 pages) of practical strategies you noted while observing the school psychologist administering the assessment (e.g., rapport building skills, organization of materials, ways of recording responses, etc. Refer to Sattler, Resource Guide, pp. 40-50). **(50 points)**.
3. **Class Presentation:** *Co-present a review of one of the other assessments* (see schedule for assigned week). This will include providing an overview of the test materials including a discussion of strengths and limitations of the assessment (approximately 20 minutes including time for some discussion). The presentation should include an activity to provide an opportunity for comment. Think of ways to involve your audience through demonstration or audience participation (e.g., example activity, assessment data, anecdotal evidence, interpretation questions). **(30 points)**.
4. **Test Administration (300 points total):** Every student is responsible for achieving competency on the administration of the WJ-III COG (standard and extended battery), the WISC-IV (core and supplemental subtests) and the WJ-III ACH (standard and extended battery). Students may be required to submit additional protocols or videotaped administrations until competency is achieved. The test administration assignment is broken down into a series of smaller assignments:
WJ-III COG:
 - a. Administer the WJ-III COG test with a group of your peers. As a group of 3-4, you are responsible for completing one complete administration (alternating roles as examiner, examinee, and observer). Turn in one completed protocol (with all of your names on it) and one hand scored protocol. Each group will turn in a WJ-III Examiner Training Checklist for the tests you observed. Each individual will turn in a short reflection about the assessment, highlighting areas of strength in the administration and areas for further improvement moving forward.
 - b. Complete a skills check with the instructor and demonstrate proficiency in administering the WJ-III COG. You will be asked to individually administer a few selected subtests. You will be evaluated on your proficiency with these administrations and students may

be required to complete additional administrations if basic proficiency is not demonstrated.

- c. Administer the WJ-III COG assessment measure to an individual unfamiliar with the assessment and video your administration. Turn in (a) the completed protocol (b) the Compuscore printout, (c) a self-evaluation of your assessment administration, (d) parental or adult consent for the assessment, and (d) the video of the administration.
- d. Peer review a classmate's video of assessment and provide corrective feedback regarding following administration and scoring criteria.

WISC-IV

- a. Administer either the WISC-IV test with a group of your peers. As a group of 3-4, you are responsible for completing one complete administration (alternating roles as examiner, examinee, and observer). Turn in one completed protocol (with all of your names on it) and one hand scored protocol. Each individual will turn in a short reflection about the assessment, highlighting areas of strength in the administration and areas for further improvement moving forward.
- b. Administer the WISC-IV assessment measure to **a child** unfamiliar with the assessment and video your administration. Turn in (a) the completed protocol (b) the Compuscore printout, (c) a self-evaluation of your assessment administration, (d) parental or adult consent for the assessment, and (d) the video of the administration.
- c. Peer review a classmate's video of assessment and provide corrective feedback regarding following administration and scoring criteria.

WJ-III ACH

- a. Administer the WJ-III ACH test with a group of your peers. As a group of 3-4, you are responsible for completing one complete administration (alternating roles as examiner, examinee, and observer). Turn in one completed protocol (with all of your names on it) and one hand scored protocol. Each individual will turn in a short reflection about the assessment, highlighting areas of strength in the administration and areas for further improvement moving forward.
- b. Administer the WJ-III ACH assessment measure to an individual unfamiliar with the assessment and video your administration, **PREFERABLY AN INDIVIDUAL YOU ADMINISTERED A COGNITIVE ASSESSMENT TO**. Turn in (a) the completed protocol (b) the Compuscore printout or hand scored protocol, (c) a self-evaluation of your assessment administration, (d) parental or adult consent for the assessment, and (d) the video of the administration.
- c. Peer review a classmate's video of assessment and provide corrective feedback regarding following administration and scoring criteria.

5. **Reports (150 points total).** Throughout the course each student will write three brief psychoeducational reports/ sections of psychoeducational reports. More information and examples will be shared in class. Reports must be typed, 12 point, single spaced, and have photocopies of the front of the test record form and computer-scoring attached. Students may be required to submit additional reports if basic proficiency is not demonstrated. **(See outline of report online).**

Grades:

90-100% = A

80-89 = B

70-79 = C

Below 70 = F

Course Schedule*

* This syllabus and schedule are subject to change at the instructor’s discretion, in response to student learning or extenuating circumstances. If you are absent from class, it is your responsibility to ask about announcements and assignments given while you were absent.

Week	Topic	Lab	Readings/Assignments	Items Due/Exams
Week 1 9/4	Course Overview/Expectations What is Intelligence? Background/ Contemporary Issues in assessment	Course logistics Assessment procedures & consent Introduction to WJ-III COG	Text** Chapter 1 Chapter 2	Sign up for presentation topic and date
Week 2 9/11	Ethical Practice and Assessment Theory/ CHC/ & WJ-III COG	Administration and Practical procedures WJ-III COG	Text Chapter 3 Chapter 4 Schrank (2005)	Discussion Questions Sign Out WJ-III COG (in groups)—Bring to class
Week 3 9/18	Psychometric Foundations/ WJ-III COG	WJ-III LAB Competency administration of WJ-III COG with Instructor	Text Chapter 6 Chapter 7 Chapter 8 WJ-III COG Test Kit Examiner’s Manual – Chapters 2, 3, 4 (pp. 11-64) WJ-III COG Examiner Training Workbook (workbook pp. 1-11)	Discussion Questions Group WJ-III COG Record form due (with Examiner Training Checklist, reflections, questions)
Week 4 9/25	WJ Continued... Interpretation WJ-III COG profile scores	Scoring of WJ-III COG—using compuscore WJ-III COG interpretation & recommendations	Essentials Text WJ-III COG Examiner’s Manual – Chapter 5 (pp. 65-93) WJ-III COG Examiner Training Workbook (workbook pp. 12-17)	Discussion Questions Observation of Assessment write up due Competency administration of WJ-III COG with instructor complete
Week 5 10/2	Wrap up WJ-III COG WISC-IV / Overview and foundations	Intro to Report Writing Introduction to the WISC-IV	Text Chapter 9 Chapter 10 Chapter 19 WISC-IV Test Kit Administration manual	Discussion Questions Individual WJ-III COG administration Due Sign Out WISC-IV—bring to class

Week 6 10/9	WISC-IV Continued Understanding the scores	WISC-IV lab/small group work Interpretation & recommendations	Text Chapter 11 WISC Essentials Text	Discussion Questions WJ-III COG peer review due Group WISC-IV Record form due (with Administrative Checklist, reflections, and questions)
Week 7 10/16	Introducing Achievement Assessments	Address WISC-IV follow up questions Overview of WJ-III ACH	WJ III ACH Essentials Text pp. 1-76	Discussion Questions WJ-III COG Report due
Week 8 10/23	Response to Intervention at a Glance	WJ-III ACH lab/small group work	WJ III ACH Essentials Text pp. 77-187	Discussion Questions Individual WISC-IV Record form Due
Week 9 10/30	Cross battery assessments: Understanding cognitive and achievement assessments together	Address WJ-III ACH follow up questions Interpreting results and recommendations	TBD	Discussion Questions Group WJ-III ACH Record form due WISC-IV Peer review due
Week 10 11/6	Report writing—cognitive and achievement sections	Interpretation and recommendations continued Presentation on WIAT-IV	Text Chapter 19	Discussion Questions WISC Report Due
Week 11 11/13	Culture and Bias/ Nonverbal Measures/ Nondiscriminatory Assessment	Presentation on UNIT; CTONI-2	Braden & Athanasiou (2005) Schon, Shaftel & Markham (2008)	Discussion Questions Individual WJ-III ACH Record form due
Week 12 11/20	Assessing preschool-aged Children	Presentation on WPSI	Text Chapter 12 Chapter 13	Discussion Questions WJ-III ACH Peer review due
Week 13 11/27	NO CLASS THANKSGIVING			

Week 14 12/4	Other assessment measures: DAS-II, CAS	Presentations on DAS, CAS	Text Chapter 17 Chapter 18	Discussion Questions Combined Report Due (with self evaluation)
Week 15 12/11	Course Overview Moving forward in the field	Presentation on Stanford Binet K-ABC-II,	Chapter 16	Discussion Questions All make-up assignments due
Have a nice winter break!				