

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

Course Name	Assessment and Intervention III
Number	SPSY 543-01
Semester	Spring, 2015
Department	Counseling Psychology
Faculty Name	Colleen M. Hanson, Ed.D. Phone: 503 998-7827 <a href="mailto:cmhanson@lclark.edu">cmhanson@lclark.edu</a> <a href="mailto:forskykids@yahoo.com">forskykids@yahoo.com</a>

**Catalog Description:**

This course is the third of a three-part assessment sequence that addresses psycho-educational, 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 required to interpret and integrate multiple assessment measures, including reporting and consulting on such assessment data in written and verbal formats. 3 semester hours. Prerequisites/Restrictions: SPSY 541 and SPSY 542 and consent of instructor.

**Guiding Principles/Standards Addressed in Course:**

<b>Guiding Principles/Standards</b>	
<u><b>Learning and Living Environments</b></u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	<b>X</b>
<u><b>Disciplinary Knowledge</b></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.	<b>X</b>
<u><b>Professional Practice</b></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.	<b>X</b>
<u><b>Connection to Community</b></u> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	
<u><b>Professional and Technological Resources</b></u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	<b>X</b>
<u><b>Assessment</b></u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	<b>X</b>
<u><b>Research and Reflection</b></u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<u><b>Leadership and Collaboration</b></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.	<b>X</b>
<u><b>Professional Life</b></u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	<b>X</b>

**Authorization Levels (for TSPC-approved programs only):**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicated with an “R”) and/or through a practicum experience (indicated with a “P”).

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

**COURSE SYLLABUS**  
Lewis & Clark College  
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**SPSY 543-01: Assessment and Intervention III**  
**Spring, 2015**

**Faculty:** Colleen M. Hanson, Ed.D.  
503-998-7827; [cmhanson@lclark.edu](mailto:cmhanson@lclark.edu) or [forskykids@yahoo.com](mailto:forskykids@yahoo.com)

**Class Mtgs.:** Tuesday evenings, 5:30-8:30  
January 13 – April 28, 2015

**Office Hours:** By Appointment Only

**Course Description:**

This course is the third of a three-part assessment sequence that addresses psycho-educational, 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 integrate multiple psycho-educational assessments measures, in written and consulting formats.

The course is designed to continue to prepare students to (a) understand and learn the process of assessment, (b) critically evaluate standardized and non-standardized approaches used to measure cognitive and achievement functioning, (c) employ an empirically-based method of analyzing and interpreting 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 continue to utilize empirically supported procedures for collecting, interpreting and presenting assessment data used in making educational and clinical decisions. This course continues to emphasize both the “how to” administer specific tests, as well as the 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 continues to be emphasized, as well as theory; uses and limitations of assessment tools, data-based interpretation of results, and issues of special populations and human diversity.

The course format continues to stress the formative evaluation of student progress toward a criterion of competence. Students are expected to master the administration, scoring, and the 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 psycho-educational assessment in supervised internship experiences, but **not** for unsupervised/independent practice.*

### **Textbooks [Required]:**

Sattler, J.M. (2008). *Assessment of Children: Cognitive Applications- 5<sup>th</sup> Ed.* San Diego: Jerome M. Sattler, Publisher, Inc.

Sattler, J.M. (2008) *Assessment of Children: Behavioral, Social, and Clinical applications – 5<sup>th</sup> Ed.* San Diego: Jerome M. Sattler, Publisher, Inc.

Lichtenberger, E., Mather, N., Kaufman, N. & A. (2004). *Essentials of Assessment Report Writing.* New Jersey: John Wiley & Sons, Inc.

Mather, N., Wendling, B.J., Woodcock, R.W. (2001). *Essentials of WJ III Tests of Achievement Assessment.* New Jersey: Wiley & Sons, Inc.

*NOTE: Additional readings will be made available online or in class*

**Professional Standards:** Students are expected to follow professional standards, including adherence to legalities and ethics. In addition, students need to show a respectful demeanor towards students, parents, professional peers, and others. Students need to be timely in completing work; they must honor class attendance and hours. Department policy is that students may miss one class each semester, with appropriate make-up work, but if two classes are missed, the student is in danger of failing the class. Students are expected to use professional tools, including technological tools, as needed and appropriate. Students are expected to be aware of and respect diversity and multicultural issues.

**Students with Special Needs:** The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact the Student Services Office at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

### **Course Goals and Objectives:**

Students will continue to develop and build upon the goals and objectives outlined in SPSY 542 (see page 3 of syllabus). Additionally, students will:

1. Identify appropriate standardized and non-standardized academic assessment tools necessary to respond to common evaluation referrals in the schools.  
(NASP Domains: 2.1 (Data-Based Decision Making and Accountability), and 2.5 (Student Diversity in Development and Learning).
2. Demonstrate initial competence in the standardized administration, scoring, and the interpretation of the WJ-III/IV ACH.  
(NASP Domains: 2.1, 2.3 (Effective Instruction & Development of Cognitive & Academic Skills), 2.5, 2.8 (School/Community Collaboration), 2.11 (Information Technology).
3. Develop proficiency in writing a “Report of Academic Ability”.  
(NASP Domains: 2.1, 2.3 (Effective Instruction & Development of Cognitive & Academic Skills), 2.5.

4. Become familiar with additional academic measures by conducting a test review and a classroom presentation.  
(NASP Domains: 2.1, 2.3, 2.5, 2.8.)
5. Demonstrate proficiency in the scoring, analysis, interpretation and integration of all information requisite to a comprehensive Psycho-educational Report. Students will show proficiency by analyzing and integrating results from formal and informal cognitive, academic, emotional/behavioral/social and RtI (Response to Intervention) and/or Patterns of Strengths and Weaknesses into this written document, as well as written recommendations linking assessment results to appropriate interventions, and a statement discussing the efficacy of these interventions.  
(NASP Domains: 2.1, 2.5, 2.8, 2.11.)
6. Demonstrate knowledge of effective interventions that can be used as part of the comprehensive psycho-educational report by developing a “bank” of recommendations.  
(NASP Domains: 2.1, 2.2 (Consultation and Collaboration), 2.3, 2.4 (Socialization and Development of Life Skills), and 2.5).
7. Develop proficiency in the ability to explain reasons for assessment selection, procedures used, and assessment results to a variety of audiences.  
(NASP Domains: 2.2, 2.8)

### **Assignments:**

1. Students will complete the **readings and exercises** required for each class session. They will participate in class discussions and practice sessions.  
**10 points**  
**Purpose:** To develop knowledge and clinical skills for administration, interpretation, and integration of psycho-educational information.
2. Students will develop an **on-line collection** of evaluation measures/descriptions, recommendations, and interventions.  
**5 points**  
**Purpose:** To develop an initial data file of appropriate measurement tools and interventions to use in clinical practice in schools.
3. Students will write 2 **short papers** [2-3 pages]. Students will have an opportunity to re-write papers for completeness and accuracy.  
**Purpose:** To display an ability to correctly explain common school psychology principles and techniques. Papers will address the following topical questions:
  - A. How do school psychologists use behavioral assessments and management plans in the schools?**  
**5 points**
  - B. Gathering and using Advice from teachers/administrators/interns/parents**  
**5 points**

4. Students will make arrangements to **observe** the school psychologist or academic specialist at their practicum site administer a **standardized academic assessment** (e.g. WJIII/IV ACH, WIAT, K-TEA, etc.). [1] Submit a scored protocol & typed observation summarizing the student's test behavior; [2] Write a reflective paper (1-2 pages) of practical strategies you noted during your observation. (This assignment parallels the observation assignment you completed last term for cognitive assessments – see SPSY 542 syllabus).

**10 points**
5. **Class Presentation:** Co-present a review of one of the assigned achievement assessments (approximately 20 minutes). This will include an overview of the test, strengths and limitations, etc. (This assignment parallels the class presentation assignment you completed last term for cognitive assessments – see SPSY 542 syllabus).

**10 points**
6. **Reports:**
  - A. Students will administer, score & analyze (1) academic test, & write an **Academic Achievement Report**. Students will have an opportunity to re-write this report to ensure all standards are met.

**15 points**

**Purpose:** To demonstrate clinical competence in evaluation processes.
  - B. Students will **conduct** (1) comprehensive psycho-educational evaluation and **write** a comprehensive psycho-educational report. Each student will make a brief 10-minute **presentation**, to their cohort groups, sharing their results, interventions and efficacy information. The **written report** will be a compilation of all report components discussed in this course, including legal and efficacy information. Report components should also include: demographic data, referral questions, a file review, background information, formal and informal interviews, observations, and assessment results (cognitive, academic, and behavioral) with test descriptors. Finally, the report will include interpretation, conclusions, and recommendations/interventions. Students will have an opportunity to re-write this report to ensure all standards are met (see School Psychology Handbook for Assessment Rubric).

**25 points**

**Purpose:** To demonstrate clinical competence in evaluation processes.
7. Students will write an **essay** regarding why and how we assess children and adolescents in the schools. Questions to be answered: What is the role of the school psychologist in the evaluation and intervention process in the school setting? How do school psychologists perform those tasks? How do they know if what they do is effective?

**15 points**

**Purpose:** to integrate professional knowledge into easily understood language.

### **Critical Components:**

1. **Test Results** and/or Reports **MAY NOT** be shared with anyone or used for any educational purpose. Parents &/or volunteers must be informed of this prior to consent.
2. **Confidentiality** of **ALL** identifying information will be maintained. **No** real names will be used. Actual birthdates may be used for scoring purposes.
3. Legal Custodial Parent (for minors)/Adult volunteer **signed & informed consent** will be obtained for participants and accompany assignments that are turned in.
4. **Test Kit check in/out** days and times, and financial responsibility remains the same as last semester.
5. Missed classes will require a **make-up assignment**: [1] a one page bulleted summary of the information presented in the class missed (gathered via interview with classmates) and, [2] an article review on a topic related to the missed class [2 page summary and reflection].
6. All **assignments** are **due** on the date indicated unless special arrangements are made with the instructor. 5 points will be deducted for late assignments

### **Grading:**

- 100-90 points = A**
- 89-80 points = B**
- 79 or fewer points = No credit**