

Lewis and Clark College
Graduate School of Education and Counseling
SPSY 546: Assessment II
Course Syllabus Spring 2019

Instructor:

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Office Hours: By appointment

Prerequisite: none

Credit: 3 semester hours

Required Texts:

Sattler, J. M. (2014). *Foundations of behavioral, social, and clinical assessment of children* (6th ed.). La Mesa, CA: Sattler Publisher, Inc.

Sattler, J. M. (2014). *Resource guide to accompany foundations of behavioral, social, and clinical assessment of children* (6th ed.). La Mesa, CA: Sattler Publisher, Inc.

Additional readings will be made available online or in class

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. In this course, the focus is on gaining competence in the fundamentals of psychoeducational assessment including the skills and tools necessary to collect, interpret, and present data with an emphasis on file review, observation, interviewing, and the use of social-emotional and adaptive measures. Students will practice data collection and information gathering, synthesis of relevant information, and presentation in a jargon-free, user-friendly manner.

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 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 assessment in a supervised practicum experience, but not for unsupervised/independent practice.*

Course Objectives:

1. Understand measurement principles for selecting, using, and interpreting assessment tools.
2. Identify ethical and legal standards and responsibilities related to assessment practices.
3. Exhibit interpersonal relationship skills including the ability to develop rapport with an examinee, and communicate in a sensitive manner when providing feedback.
4. Identify the utility and limitations of standardized assessment tools, particularly for students from diverse linguistic, cultural, and socioeconomic backgrounds.
5. Demonstrate initial competence in the standardized administration, scoring, interpretation, and reporting of social-emotional and adaptive assessment measures (e.g., BASC-3, Vineland-3).
6. Demonstrate initial competence with information gathering via observation, file review, and interview.
7. Integrate data collected from file reviews, observations, interviews, and assessment measures into a written report suitable for parents/clients.

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 assessment tools. 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: Test kits will be checked in and out through Rachel Greben. You can make a test kit request by completing the following form: https://docs.google.com/forms/d/e/1FAIpQLSfnJ-HeazlSLxUNOqqeQ5HoSDWmB8uOtx16-SpaCYXHkmPCw/viewform?usp=sf_link Rachel Greben will respond within 24 hours to confirm your request. Standard check out hours are between 2-4 PM, Monday through Friday. Rachel Greben's office is located in Rogers 214.
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 missed, gathered via interview with 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.** To facilitate discussions, submit one discussion question for the assigned readings for each class meeting. Questions should raise substantive issues to prompt discussion and thus should not simply require a “yes” or “no” answer. Questions that link readings to (a) lines of empirical research or conceptual issues, (b) principles of practices within the field, and (c) application with diverse populations (e.g., race, gender, sexual orientation, age, culture) will be particularly useful. Students are expected to participate in the discussion of questions raised by classmates. Submit questions via Moodle. Questions will be scored on a 10-point scale, for a total possible 100 points. A discussion question is only due on days where there is assigned reading and as noted on the course schedule. **(100 points).**
2. **Interview and Write Up.** Students will review a variety of interview templates and identify themes of questions and topics covered. Students will then complete a mock interview using a self-compiled list of questions. Students will write up the results as part of a psychoeducational report. Students may be required to submit additional reports if basic proficiency is not demonstrated. **(50 points).**
3. **Observation and Write Up.** Students will review a variety of observation practices and styles. Students will then complete an observation and subsequent data collection. Students will write up the observation as part of a psychoeducational report. Students may be required to submit additional reports if basic proficiency is not demonstrated. **(50 points).**
4. **File Review and Write Up.** Students will review an academic cumulative file and identify methods of data collection, differentiate essential vs. nonessential information, develop questions to gather additional data, and begin to generate hypotheses based on the information available. Students will consider the following questions: *What areas do you see as initial concerns? What specific areas appear to be a strength? What specific areas appear to be a weakness? Are there any issues related to academic performance or behavioral concerns? What is your general hypothesis of the student? What questions do you have for the school team? What are your next steps?* Students will then write up the information collected to be included in the “background information” portion of a psychoeducational evaluation. Students may be required to submit additional reports if basic proficiency is not demonstrated. **(50 points).**
5. **COG/ ACH Assessment Presentation:** In small groups, students will co-present a review of one of the assigned cognitive or achievement standardized assessments (e.g., DAS II, KABC-II, KTEA-3, etc.). Each presentation should include (a) an overview of the purpose and use of the assessment, (b) a review of test materials, (c) a discussion of strengths and limitations of the

assessment, and (d) an activity to demonstrate the use of assessment materials (e.g., role-playing the administration of a subtest that may be unique to the assessment). Each presentation will be approximately 15 minutes in length. Following all of the presentations, assessment materials will be on display and students will have an opportunity to walk around and look through each of the assessment kits (think conference poster session layout). **(30 points)**.

6. **BASC-3 Test Administration.** Students will administer, score, and interpret BASC-3 results. Students will write up the results as part of a psychoeducational report. Students may be required to submit additional reports if basic proficiency is not demonstrated. **(50 points)**.
7. **Vineland-3 Test Administration.** Students will administer, score, and interpret the Vineland-3 results. Students will write up the results as part of a psychoeducational report. Students may be required to submit additional reports if basic proficiency is not demonstrated. **(50 points)**.
8. **Conners-3 Administration.** Students will administer, score, and interpret the Conners-3 results. Students will write up the results as part of a psychoeducational report. Students may be required to submit additional reports if basic proficiency is not demonstrated. **(50 points)**.
9. **Case Presentation:** Students will individually present a case from the term in order to gain practice in quick review of an individual case and group discussion regarding that case. Presentations will be brief (e.g. 5-7 minutes) and will only include pertinent information. The remainder of the time will be spent in group discussion regarding next steps and recommendations for that case. Students should be prepared to both present on their individual case as well as to discuss peer's cases **(40 points)**.

Grading Scale:

Grade	Percentage
A	94+%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%

Students earning a grade of C or below (<80%) will be required to re-take the course for credit toward degree.

CPSY Departmental Attendance Policy: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Professional Conduct and Academic Integrity Policy: All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy. Plagiarism will result in a grade penalty or failure of the course and may also result in being reported to the Dean of Students. For this course, plagiarism will be defined as four or more consecutive words taken directly from the article without the use of quotation marks, omitting or giving an incorrect citation for a quotation

or paraphrase, or changing the original work by only changing key words while maintaining much of the original meaning and structure. The electronic version of your submitted documents may be used to detect instances of plagiarism. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual or creative statements by authors to emphasize a point. Excessive use of quotes will result in point loss. See www.plagiarism.org. It is expected that work turned in for this class has not been used for any other classes.

Disability Services Statement: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Changes: The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if he or she is absent.

Writing Center: The Writing Center offers tutoring services to all students on any type of writing project. You may schedule an appointment with the Writing Center director or drop by for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more details: https://college.clark.edu/academics/support/writing_center/.

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	Readings	Assignments
Week 1: Jan 7	Course overview Introduction to Assessment Foundations; Approaches to Assessment; Psychometric Review	Syllabus	Sign up for COG/ACH Assessment Presentation
Week 2: Jan 14	Conducting the Assessment and Considerations when Working with CLD Students (Dr. Lilles Diamond)	Sattler Chs 3 & 4	DQ: Considerations for Supporting CLD Students
Week 3: Jan 21	No Class: MLK Day		
Week 4: Jan 28	Interviewing	Sattler Chs 5-7 Resource Guide pp. 1- 77	DQ: Considerations for Interviewing
Week 5: Feb 4	Observations	Sattler Chs 8 & 9 Resource Guide pp. 78- 96	DQ: Considerations for Observations; Interview Assignment Due
Week 6: Feb 11	File Review and Introduction to Report Writing	Sattler Ch 25	DQ: Considerations for File Review
Week 7: Feb 18	Intellectual Assessment	Assessment Manual for Assigned Assessment	Observation Assignment Due; COG/ ACH Assessment Presentations
Week 8: Feb 25	SLD and Giftedness Adaptive Assessment Vineland ABAS	Sattler Ch 16 & 19	DQ: Considerations for SLD Assessments; File Review Assignment Due
Week 9: Mar 4	Adaptive Assessment Vineland ABAS	Sattler Chs 11 & 18	DQ: Considerations for Adaptive Assessments
Week 10: Mar 11	Social Emotional Assessment BASC	Sattler Ch 14	Vineland Write Up Due DQ: Considerations for Social- Emotional Assessments
Week 11: Mar 18	Social Emotional Assessment BASC		
Week 12: Mar 25	Spring Break		
Week 13: April 1	Executive Functioning Assessment	Sattler Ch 15	BASC Write Up Due

	Conners; BRIEF	Resource Guide pp. 119-126; 246-262	DQ: Considerations for Executive Functioning Assessments
Week 14: April 8	Autism Assessment (Dr. Lilles Diamond)	Sattler Ch 22 Resource Guide pp. 155-161	Conners Write Up Due DQ: Considerations for ASD Assessments
Week 15: April 15	Wrap up; Next Steps in Assessment; Begin case presentations	Assigned article (will be assigned closer to date)	DQ: peer-reviewed article; Case presentations
Week 16: April 22	Case presentations		Case presentations