

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

<b>Course Name and Number</b>	<b>Assessment and Intervention III CPSY 543-01</b>
<b>Term</b>	<b>Spring, 2010</b>
<b>Department</b>	<b>Counseling Psychology/ School Psychology</b>
<b>Faculty Name</b>	<b>Ruth Gonzalez, PhD, NCSP</b> <b>Office: Rogers Hall #433; Phone 768-6068</b> <b>Email: Gonzalez@lclark.edu</b>

**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: CPSY 541 and CPSY 542. Need permission of instructor to enroll.

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

<b>Guiding Principles/Standards</b>	
<b>Learning Environments</b> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	<b>X</b>
<b>Content Knowledge</b> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	<b>X</b>
<b>Teaching Approaches</b> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
<b>Connection to Community</b> Design educational activities that cultivate connections between learners and their communities and region.	
<b>Educational Resources</b> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	<b>X</b>
<b>Assessment</b> Assess, document, and advocate for the successful learning of all students and school stakeholders.	<b>X</b>
<b>Research and Reflection</b> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<b>Leadership and Collaboration</b> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	<b>X</b>
<b>Professional Life</b> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	<b>X</b>

**Authorization Levels:**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

<b>Early Childhood:</b> Age 3-4 <sup>th</sup> Grade	<b>R</b>
<b>Elementary:</b> 3 <sup>rd</sup> -8 <sup>th</sup> Grades in an Elementary School	P, R
<b>Middle Level:</b> 5 <sup>th</sup> -9 <sup>th</sup> Grades in a Middle or Junior High School	P, R
<b>High School:</b> 7 <sup>th</sup> -12 <sup>th</sup> Grades in a Mid- or Sr.-High School	P, R

**COURSE SYLLABUS**  
Lewis & Clark College  
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**CPSY 543-01: Assessment and Intervention III**  
**Spring, 2010**

Instructor: Ruth Gonzalez, PhD, NCSP; Rogers Hall #433;  
503-768-6068; [gonzalez@lclark.edu](mailto:gonzalez@lclark.edu)

Office hours: Thursdays 3:30-5:30 and by appointment

Class meetings: Thursday evenings, 5:30-8:30;

January 14 – April 29, 2010; Rogers Hall #105

**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: CPSY 541 and CPSY 542. Need permission of instructor to enroll.

**Textbooks:**

Sattler, J.M. (2008). Assessment of children: Cognitive applications- 5<sup>th</sup> Ed. San Diego: Jerome M. Sattler, 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.

Additional readings will be available in class or on Moodle.

**Course Structure:** This class will meet in Rogers Hall #105, from 5:30 to 8:30 every Thursday evening, Jan. 14-Apr 29, except during Spring Break, Mar. 25.

**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. If students miss a class, they need to discuss required make-up work with the instructor. Students are expected to use appropriate 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:

1. Students will be able to identify appropriate formal and informal 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. Students will be able to administer, score, and interpret results from psychological examinations, including results from both formal and informal measures.  
(NASP Domains 2.1 and 2.5)
3. Students will be able to integrate information from formal and informal cognitive, academic, emotional, behavioral and social assessment tools into a comprehensive written report and an oral report for a variety of audiences. (NASP Domains:2.1, 2.5, 2.8 (S/C Collabor.), 2.11 (Info Tech)).
4. Students will develop a bank of recommendations and interventions that can be used as part of the comprehensive psychological report. (NASP Domains: 2.1, 2.2 (Consultation and Collaboration), 2.3 (Effective Instruction and Development of Cognitive/ Academic Skills), 2.4 (Socialization and Development of Life Skills), and 2.5).
5. Students will be able to explain their reasons for assessment procedures and results to a variety of audiences. (NASP Domains 2.2, 2.8)

## Assignments and Grading:

1. Students will complete the readings and exercises required for each class session. They will participate in class discussions and practice sessions.  
Purpose: To develop knowledge and clinical skills for administration, interpretation, and integration of psychoeducational information.
2. Students will participate in on-line collections (3 points each)
  - a. Informal Assessment: Ways to evaluate a child prior to formal assessments
  - b. Options of Evaluation Tools
  - c. Recommendations/Interventions
  - d. Advice from a parent, a school psychologist, and an administrator  
Purpose: To develop an initial data file of measurement tools and recommendations for use in clinical practice in schools.
3. Students will write a series of short papers. (6 points each). Each paper will need to be re-written until it is complete and accurate.  
Purpose: To display an ability to correctly explain common school psychology principles and techniques.
  - A. What is the purpose of evaluation in schools? Due Jan. 21.
  
  - B. Given results from an evaluation, an itemized description of patterns of strengths and weaknesses with subtest interpretations. Due Feb. 4.
  
  - C. Compare and contrast cognitive measures including the WISC-IV, the WJ-III, and the DAS. Due: Feb. 25.

4. Students will demonstrate the ability to correctly administer, score, and interpret the WISC-IV and the DAS. (5 points each).  
Purpose: To demonstrate clinical competence in these areas.
  
5. Reports:
  - A. Students will write a report given data from someone else's administration of cognitive and academic measures. (10 points). Group work is recommended.
  - B. Students will write two full psychoeducational evaluations and present the results and corresponding recommendations to members of the class. 20 points each. The second report must include social/emotional/behavioral aspects. Each report will include at least this information:  
 student information  
 background information  
 the referral question(s)  
 permission to test  
 observations  
 parent or teacher interview  
 child interview  
 cognitive, academic, social, emotional, and behavioral assessments  
 a table of assessment results  
 summary  
 pertinent recommendations/interventions for use by parents and teachers.  
 Purpose: To demonstrate clinical competence in the evaluation process. This assignment will not be given a final score until each report has been rewritten as many times as necessary.
  
6. An oral report, which must be made in jargon-free language appropriate to the parent. (5 points)  
Purpose: To demonstrate clinical competence in the evaluation processes.
  
7. As a concluding project, students will write a one-page essay regarding why and how we assess children and adolescents in the schools. (5 points)  
Questions to be answered: What does a school psychologist do for the assessment and intervention process? How do they know if what they do is working?  
Purpose: to integrate professional knowledge into easily-understood language.

Optional: Our class may choose to hold a mock staffing in April. If so, it would give up to ten extra points to each student that participates. Details will be discussed in class.

Please note: 90-100 points will earn an "A" for the course; 80-89 points, a "B." Students earning 79 points or fewer will not pass the class.

Please note: Attendance and timeliness are vital to successful completion of this course. If work is late, 10 percent will be taken off of its score. If a class missed, a third, comprehensive psychological evaluation and report will be due on April 15. If this is not completed, ten points will be taken off the final grade.

**Calendar:**

<b>Date:</b>	<b>Due/Readings:</b>	<b>Topics:</b>
Jan. 14	----	Welcome to course; syllabus. Why do we evaluate? How? Moodle assignments Review and check out WISCs.
Jan. 21	Review WISC Manual  Moodle: Informal assessments Short Paper: Purpose of evaluation	Practice WISC Clinical interviews; work prior to formal evaluations Start discussion of test interpretation (will be continued weekly)
Jan. 28	Signed statement: 3 WISC administrations Read Sattler (Cognitive) Ch. 17	WISC administrations DAS introduction Check out DAS
Note: Second year students are invited to meet with Interns on Friday, Feb. 5 from 11:00 to 12:00, in Rogers Hall #220. Site selection and applications for internship will be discussed.		
Feb. 4	Paper: Itemized Strengths/Weaknesses	WISC administrations Introduction: DAS Begin Report Writing Discussions (will be continued)
Feb. 11	Read DAS manual Group Report	Practice DAS Begin Intervention discussion (to be continued)
Feb. 18	Read DAS manual Moodle: Evaluation Tools	Practice DAS Legal/Ethical Considerations
Feb. 25	Signed statement: 3 DAS Administrations Short Paper: Compare and contrast DAS-WJCog-WISC Rewrite of Group Report Read Sattler (BSC) CH. 6,10,13,14,15,22	DAS administrations Diversity issues in Assmt/ interventions Begin Social/Emotional/Behavioral assessment and intervention (to be continued weekly)
Mar. 4	First Formal Report	DAS administrations
Mar. 11	Moodle: Intervention List	FFPI-C, DAP, Clinical Interviews

Mar. 18 Signed statement: 3 Social/  
Emotional Administrations  
Rewrite of Report #1

Sentence Completion; Projectives

Mar. 25 -----Spring Break-----

Apr. 1 Second Formal Report

Apr. 8

Apr. 15 Rewrite of Formal Report #2  
Oral Reports  
Moodle: Advice (3)

Oral Reports

Apr. 22 One-page essay

Oral Reports  
Course Evaluation

	WISC	DAS	Interpretation	Soc/Em/Beh	Reports	Intervention
Week 1	*					
Week 2	*		*			
Week 3	*		*			
Week 4	*	*	*		* Written Reports	
Week 5		*	*		*	*
Week 6		*	*		*	*
Week 7		*	*	*	*	*
Week 8		*	*	*	*	*
Week 9			*	*	*	*
Week 10				*	* Oral Reports	*
Week 11				*	*	*
Week 12				*	*	*
Week 13				*		
Week 14						
Week 15						