

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

Course Name and Number	Assessment and Intervention III CPSY 543-01
Term	Spring, 2009
Department	Counseling Psychology/ School Psychology
Faculty Name	Ruth Gonzalez, PhD, NCSP Office: Rogers Hall #313; Phone 768-6068 Email: Gonzalez@lclark.edu

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:

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

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).

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

COURSE SYLLABUS
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CPSY 543-01: Assessment and Intervention III
Spring, 2009

Instructor: Ruth Gonzalez, PhD, NCSP; Rogers Hall #313;
503-768-6068; gonzalez@lclark.edu
Office hours: Thursdays 3:30-5:30 and by appointment
Class meetings: Thursday evenings, 5:30-8:30;
January 15 – April 30, 2009; Rogers Hall #218

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- 5th Ed. San Diego: Jerome M. Sattler, Inc.
Sattler, J.M. (2008) Assessment of children: Behavioral, social, and clinical applications – 5th edition. San Diego: Jerome M. Sattler, Publisher, Inc.

Course Structure: This class will meet from 5:30 to 8:30 every Thursday evening, Jan. 15 -Apr 30.

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/social, and RtI (Response to Intervention) results into a comprehensive written report and an oral report for a variety of audiences.
(NASP Domains:2.1, 2.5, 2.8 (School/Community Collaboration), 2.11 (Information Technology)).
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 of evaluation measures and recommendations/interventions.
Purpose: To develop an initial data file of appropriate measurement tools and recommendations to use in clinical practice in schools.
3. Students will write a series of short papers. (4 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. 22.
 - B. How could we evaluate a child with no formal testing? Due Feb. 5.
 - C. Given results from two evaluations, a description of patterns of strengths and weaknesses with subtest interpretations. Due Feb. 19.

D. Compare and contrast cognitive measures including the WISC-IV, the WJ-III, and the DAS. Due: March 5.

E. How do school psychologists use behavioral assessments and management plans? Due March 19.

F. Advice from teachers/administrators/interns/parents. Due April 2.

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. (5 points).
 - B. Students will write a report on an adult's social/emotional status. (5 points).
 - C. Students will write two full psychoeducational evaluations and present the results and corresponding recommendations to members of the class. Part A will include student information, background information, the referral question(s), permission to test, and observations. Part B will include testing results and discussion. The final reports will include Parts A and B as well as parent/teacher/child interviews, cognitive, academic, social, emotional, and behavioral assessments, a summary, and pertinent recommendations/interventions for use by parents and teachers. The oral report must be made in jargon-free language appropriate to the parent. This assignment will not be given a final score until each report has been rewritten as many times as necessary. (20 points each)
Purpose: To demonstrate clinical competence in evaluation processes.
6. Students will write an essay regarding why and how we assess children and adolescents in the schools. (20 points)
Purpose: to integrate professional knowledge into easily-understood language.
Questions to be answered: What does a school psychologist do for the assessment and intervention process? How do school psychologists perform those tasks? How do they know if what they do is working?

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 is 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 23. If this is not completed, ten points will be taken off the final grade.

Optional: We may choose, as a class, to hold a mock staffing at the end of the semester. If so, it would give up to ten extra points to each student that participates. Details will be discussed in class.

Calendar:

Date:	Due/Readings:	Topics:
Jan. 15	----	Welcome to course; syllabus. Why do we evaluate? "What/When" Review observations and WISC Recommendations/Interventions
Jan. 22	Review Sattler (Cog) Ch.1 and WISC Manual Read Sattler (Beh) Ch 5,6 Observations of preschool, unstructured Prepare for clinical interviews Short Paper A: What is the purpose of evaluation In the schools?	Discuss preschool observations Review subtest interpretation Practice WISC
Jan. 29	Parent clinical interview and advice Observation-Elementary; unstructured Read Sattler (Beh) Ch. 17, 18 and pp. 7-12, 199, 206 and (Cog) Ch. 19 Initial list of evaluation measures.	Administer WISC-IV for grades Discuss observations and parent interviews; consider development theories Practice determining PSW with WISC Written and Oral Reports
Note: Second year students are invited to meet with Interns on Friday, Jan. 30 from 10:00 to 12:00, in Rogers Hall #220. Site selection and applications for internship will be discussed.		
Feb. 5	Teacher interview and advice Statement regarding practice of WISC. (4 Weschlers administered and scored) Initial list of 20 recommendations Short Paper B: How could we evaluate with no formal testing? Report A Read Sattler (Beh) Ch. 14, 15	Administer WISC-IV for grades. Discuss teacher interviews Discuss emotional, social, and behavioral disabilities Oral Report A
Feb. 12	Read DAS manual & Sattler (Cog) Ch. 4, 17 Administrator interview and advice Report C1a	Review statistical concepts DAS Introduction
Feb. 19	Short paper C: PSW Read Sattler (Beh) 291-294; 322-334 Report C1b	FFPI-C, DAP, S-C, Clinical interviews Practice DAS

Feb. 26 Intern Interview and Advice Report B	Integration of Data in Reports Practice DAS + PSW Oral Report: B
Mar. 5 Statement regarding DAS (4 administered and scored.) Short paper D: Compare/Contrast cognitive measures Report – C1	Administer DAS for grades Practice DAP, S-C Oral Report C1
Mar. 12 Teacher Interview and advice Report C2a Read Sattler (Beh) Ch. 13	Behavior Assessment and Management Practice Reports
Mar. 19 Short Paper E: Behavior Read Sattler (Cog) Ch.3 Report C2b	Legal and Ethical Issues in Assessment Practice Reports
Mar. 26 -----Spring Break-----	
Apr. 2 Statement re: Clinical Interviews Short paper F: Advice Gathered Read Sattler (Beh) Ch. 4 Rewrite C1 Report C2	Oral report C2 Review of Cultural/Linguistic Needs
Apr. 9 Review Recommendations from Moodle	Practice Recommendations
Apr. 16 Essay	Practice Consultation with Assessments
Apr. 23 Rewrite #C2	Review of Recommendations and Assessment options
Apr. 30 Rewrite of Essay	Course Evaluation

Report Format:

Student Information (name, DOB/age, DOE, occupation/grade

Background Information

Reason for Referral

Observations (in class, during unstructured times, during testing sessions)

Evaluation measures used:

Results

Recommendations

Summary

Test Scores Addenda

Calendar:

What you will learn:

How to explain what you do to a variety of audiences

Know what to give, when, and further training (EEE)(Moodle)

(note: Moodle: no cut/paste, no multiple pages, no fetchback)

Review of legal/ethical necessities; practical review of statistical concepts; cultural/linguistic diversity

Administer (including process of Referral, permission, informed consent,
score,

interpret (subtest interpretation; PSW) and

integrate formal/informal measures,

observations,

cog (WISC, WJ, DAS, WJIII, Unit, etc)

acad (WJ, WIAT, RTI),

Soc/em/beh measures (checklists, (RCMAS, RADS, Achenbach, BASC, Vineland, CARS),

FFPIC, S-C, ClinInt, DAP/DAF). (current – home, school, historical

Testing, in class, unstructured time); m/b B-G

Develop interventions and recommendations based on results of evaluations

(Bell Curve, Oral, written, reccs with goals, obj, accom, modifications) (Moodle)

Tell a neighbor what you do.