George Mason University
College of Education and Human Development
School Psychology Program
SPSY 751-001 Advanced Assessment Practicum I – 3 Credits
Fall 2020
Center for Psychological Services 203N, Tuesday 4:00-6:40

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Prerequisites
SPSY 709, SPSY 710, SPSY 722, SPSY 750; or with permission of instructor

Catalog Description
Provides practical, applied, supervised experience conducting comprehensive psychoeducational evaluations with children and adolescents to develop assessment and diagnostic skills. Requires interviewing, test selection and administration, scoring, report writing, and feedback sessions with clients. Focuses on integration of data and recommendation development. Requires practicum in training clinic, and individual and group supervision. Notes: Open only to School Psychology MA students.

Course overview
In this course, students are required to complete two comprehensive psychoeducational assessments in the psychology training clinic, under the supervision of a licensed psychologist. This provides initial practical experience and application of assessment, writing, and diagnostic skills. For seminar, students meet regularly for group supervision and case presentations. In addition, the supervisor and student will schedule individual meetings to review and discuss case conceptualization, test choices, administration and scoring issues, and feedback on individual written reports. The practicum requires a minimum of 50 hours outside of class time over the course of the semester. Practicum hours vary per week and are not on a set schedule. Practicum hours include activities such as preparation for testing (e.g. reviewing tests), direct client contact hours, scoring, report writing, and individual supervision.

Composition of the methods and tests used in the comprehensive evaluations will vary as a function of the referral question. The components of an evaluation will typically include a measure of intelligence (e.g. *Wechsler, Stanford Binet, DAS, WJ Cog*), measures of information processing (e.g. *Bender, Beery VMI, TAPS, CTOPP, DKEFS, WJ Cog*, *CPT,* etc.); achievement (e.g. *WJ Ach, WIAT, KTEA, GORT, Nelson Denny Reading, etc.*); behavior rating scales (e.g. *BASC, Conners 3, CBRS, BRIEF*); emotional and personality assessments (e.g. *BDI, MASC*, *Robert's, PAI-A,* etc.); interviews of the client and parent(s); and other methods as directed by the supervisors. Student and instructor will consult on selection of instruments for individual cases.

Course Delivery
This course will be delivered face to face and synchronously online in a seminar and practicum format. Seminar meets weekly and students schedule meetings for individual supervision with their supervisors outside of class time. The practicum requires a minimum of 50 hours outside of class time over the course of the semester. Practicum hours vary per week and are not on a set schedule.

Course Objectives:
This course is designed to enable students to do the following:
1. Interview parents and children, and collect and organize demographic information
2. Plan, administer, score and interpret psycho-educational assessments
3. Integrate data from all aspects of assessment into meaningful, relevant findings
4. Translate assessment data into intervention recommendations
5. Develop familiarity with diagnoses typical to school-aged children and adolescents
6. Communicate results verbally and in writing to parents and other school professionals
7. Present and summarize case information succinctly and make educationally relevant decisions
8. Learn to work under supervision and in collaboration with peers and colleagues

Professional Standards
This course contributes to the development of knowledge and skills in the following National Association of School Psychologists (NASP) professional standards/domains:

I: Data Based Decision Making
II: Consultation and Collaboration
III: Academic Interventions and Instructional Support
IV: Mental and Behavioral Health Services and Intervention
VII: Family, School and Community Collaboration
VIII: Equitable Practices for Diverse Student Populations
IX: Research and Evidence-Based Practice
X: Legal, Ethical and Professional Practice

Recommended Resources for writing mechanics:

Strunk, W., & White, E. B. (1999). *The elements of style* (4th Ed.). New York, NY: Longman.

http://www.grammarbook.com/

Recommended Resources relevant to interventions:

Canter, A., Paige, L., & Shaw, S. (Eds.). (2010). *Helping children at home and school*. Bethesda, MD: NASP.

Feifer, S. G., & De Fina, P. A. (2005). *The neuropsychology of mathematics: Diagnosis and intervention*. Middletown, MD: School Neuropsych Press.

Feifer, S. G., & Della Toffalo, D. A. (2006). *Integrating RTI with cognitive neuropsychology: A scientific approach to reading*. Middletown, MD: School Neuropsych Press.

Goldstein. S., & Mather, N. (1998). *Helping children overcome underachieving.* New York, NY: Wiley. ISBN: 0471170321

Goldstein, A. P. (1988). *The prepare curriculum: Teaching prosocial competencies.* Chicago, IL: Research Press.

Kirby, J. R. (1984). *Cognitive strategies and educational performance*. New York, NY: Academic press.

Mastropieri, M. A., & Scruggs, R. E. (1991). *Teaching students ways to remember: Strategies for learning mnemonically*. Cambridge, MA: Brookline. ISBN 0-914797-67-0.

Mastropieri, M. A., & Scruggs, T. E. (2000). *Inclusive classroom strategies for effective instruction*. Columbus, OH: Merrill. ISBN 0-13-496472-1.

Mascolo, J. T., Alfonso, V. C., Flanagan, D. P. (2014). *Essentials of planning, selecting, and tailoring interventions for unique learners.* Hoboken, NJ: John Wiley & Sons.

Minskoff, E., & Allsopp, D. (2003). *Academic success strategies for adolescents with learning disabilities and ADHD*. Baltimore, MD: Brookes.

Naglieri, J. A., & Pickering, E. (2003). *Helping children learn: Intervention handouts for use in school and at home.* Baltimore, MD: Brookes.

National Association of School Psychologists (2011). *Principles for professional ethics*. Retrieved from http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx

Pressley, M., & Woloshyn, V. (1995). *Cognitive strategy instruction that really improves children's academic performance* (2nd Ed.). Cambridge, MA: Brookline ISBN 1-57129-005-2

Scheid, K. (1993). *Helping students become strategic learners*. Cambridge, MA: Brookline. ISBN 0-914797-85-9.

Technology Requirements

- Activities and assignments in this course will regularly use web-conferencing software (Blackboard Collaborate / Zoom). Students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Materials and Student Privacy

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared

- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.

Course Recordings
- Synchronous meetings in this class will/may be recorded to provide necessary information for students in this class. Recordings will be stored on Blackboard [or other secure site] and will only be accessible to students taking this course during this semester.

Safe Return to Campus Requirements
- **Safe Return to Campus**: All students taking courses with a face-to-face component are required to take Safe Return to Campus Training prior to visiting campus. Training is available in Blackboard (https://mymason.gmu.edu). Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (www2.gmu.edu/safe-return-plan). Similarly, all students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response. Only students who receive a "green" notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.
- Class participation and adherence to CPS guidelines: This class is for <u>group</u> supervision. This means that time is devoted to students engaging with <u>each other</u> through case presentations, question and answer, and sharing professional experiences and reflections. Students are expected to contribute to class discussions regularly (each class).
- Case presentations: Students are expected to make two case presentations (one for each case) over the course of the semester. Guidelines will be provided regarding the format for the case presentation. The purpose of this activity is to enhance students' skills in oral expression, analysis and integration of data and case conceptualization.
- Test administration, scoring, and other client skills: Properly administering and scoring test instruments is crucial for an accurate understanding of the case. Additionally, your supervisor will sit in on your first interview and feedback session.
- Comprehensive reports: Students will complete two comprehensive, psychoeducational reports for their center cases. For these two cases, students will receive a grade for the final submitted draft, rather than initial drafts of the assessment reports. Grades will be assigned according to the attached rubric. It is my assumption and anticipation that your final drafts will be worthy of "A" grades. Failure to complete testing and final reports for the two comprehensive cases by the end of the semester will result in a grade of "F" unless an alternate plan has been approved by the student, supervisor, and the program director.

    We recommend the following submission schedule for the FINAL draft of written reports:
    - First Assessment Report – mid October
    - Second Assessment Report – first week of December

Supervision for your reports will occur primarily between you and your individual supervisor, as well as during group supervision in class. For these first two cases, it is expected that there will be multiple revisions to your report. Once you submit the final draft and you have the approval of your supervisor, you may initiate your second case. If possible, you may initiate your third case (in advance of SPSY 752) when the second case is complete. This could occur over the winter holiday/January interterm period if your supervisor agrees.

Your total class grade will be based on the following:

1. Class participation and adherence to CPS / ethical guidelines, 10%. NOTE: Failure to comply with CPS or ethical guidelines may result in a failing grade for Practicum.
2. Case presentations, 10% (5% each)
3. Test administration, scoring accuracy, interview, feedback, related basic skills, 10%
4. Quality and accuracy of 2 reports, 70% (35% each)

(Please note: A course grade less than B- requires that you retake the course. A grade of "F" does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

A+ = 99-100
A = 93-98
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82
C = 70-79
D= 60-69
F = below 60 (below 199)

Professional Dispositions
Students are expected to conduct themselves in accordance with relevant laws, standards of professional practice, ethical principles of psychologists, and policies of the university, college, division, GMU Cognitive Assessment Program, and the GMU Center for Psychological Services. Students who have questions about these expectations should consult with the instructor, clinical supervisor, or program director.

See also https://cehd.gmu.edu/students/polices-procedures/

Class Schedule:

Aug 21   Clinic Orientation – required for all 2nd year school psychology students

Class 1 (Aug 25)   Course expectations, scheduling issues, supervision and clinic procedures, etc.

Class 2 (Sept 1)   Continue clinic procedures, taking 1st case, scheduling, conducting interview

Class 3 (Sept 8)   Share assigned case information, development of test battery, progress and pitfalls

Class 4 (Sept 15)   Testing, scoring, case conceptualization discussion

Class 5 (Sept 22)   Review DSM 5 relevant diagnoses
                        Case presentations:

Class 6 (Sept 29)   Developing evidenced based interventions
                        Case presentations:

Class 7 (Oct 6)   Report writing; parent interpretives/feedback
                        Case Presentations:

Class 8 (Oct 13)   Review cases, progress and issues
                        Case Presentations:

Class 9 (Oct 27)   Review cases: progress, issues
                        Case presentations:

Class 10 (Nov 10)   Review cases: progress, issues
                        Case presentations:

Class 11 (Dec 3)   Review cases, wrap-up
                        Case presentations:

Additional classes may be scheduled depending on issues and questions arising from individual assessments, and supervision and feedback according to the needs of the class and individual students (as determined by the class and faculty as the semester progresses).

If class needs to be canceled, the instructor will send an email to students as soon as possible. Your attendance is expected at every class; however, if circumstances arise that would cause you to miss class, please discuss the situation with the instructor as soon as possible.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

Rubric for Scoring Reports- Each report worth 100 points

AREA	CONTENTS	CAUTIONS
Clarity of Writing 5 pts.	Report includes no grammar, syntax or punctuation errors; No professional jargon or "buzz" words; no slang terms unless used by client and these are presented in quotes.	Check for consistent use of present, past and future verb tense and use of pronouns; run spellcheck and grammarcheck on your final version; Search and destroy your "buzz" words.
Identifying Information 5 pts.	Accurate, properly formatted, complete	Double check data, esp. birthdates and age
Reason for Referral 5 pts	Who is referring? What are the specific questions for which answers are sought?	Can be short section.
Assessment Techniques 5 pts	Complete; May be presented alphabetically or grouped by type; please italicize titles	Include test acronyms, (e.g. WISC-IV) following formal & complete name; italicize titles.
Background Information 15 pts	Family constellation; Developmental/medical, social and educational history. Include summary of results from previous evaluations, diagnoses, and medications.	Be alert to include information relevant to the referral question and/or the test findings & recommendations; be sure to attribute source of information.
Observations 15 pts	Specifically describe (rather than label) behaviors you observed which could be relevant to the results reported.	MUST include your assessment of the validity of results and reasons for your judgment (this can be in a separate short section if you wish)
Test Results 25 pts	May be organized according to major areas of functioning or major themes. Accurate scoring, appropriate deductions made, logical connections made.	Work on integration of data from all sources; Include brief descriptions of each test and relevant subtests. First time mention of particular tests, full title is included. Thereafter, acronym may be used; Double check scores transcribed from appendix for accuracy.
Summary and Conclusions 10 pts	Succinct but complete; Provides a clinical summary and conclusions from the findings; Answers referral question; Does not repeat individual test results/scores; Includes a DSM Diagnosis if warranted	This highlights the take-home points of the assessment. Note: Some readers look only at the summary and recommendation sections.
Recommendations 10 pts	Relevant to both referral questions and findings.	Tie recommendations to findings. If you find a particular area of deficit, be sure to offer a strategy or intervention relevant to that deficit. Good intervention resources are invaluable here, as is you own judgment.
Score Summary 5 pts	Accurate, well-organized, formatted consistently, complete. Includes descriptions of the tests used and key for scores presented (e.g. scaled scores have a mean of 100 and sd of 15)	Double check for accuracy of scores and transcription from protocols; organize the scoring tables in the same fashion as your narrative – use same headers.