

## **SPSY 546: Assessment II**

Lewis and Clark College Graduate School of Education and Counseling  
SPSY 546: Assessment II Course Syllabus Spring 2022

**Instructor:** Kristin Irwin MS, NCSP

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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 (6<sup>th</sup> ed.). La Mesa, CA: Sattler Publisher, Inc.

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

Additional readings will be made available online or in class

**Catalog Description:** This course is the second of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret, and present data using psycho-educational assessments involving cognitive and academic measures.

**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 principles 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 relevant assessment measures. 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 the BASC-3, Conners 3, and Vineland-3.
6. Demonstrate initial competence with information gathering via file review, observation, and interview.
7. Demonstrate initial competence in writing reports for behavioral and social emotional assessments.

**The following NASP standards are addressed in this course:**

- Domain 1- Data-Based Decision-Making
- Domain 4 - Mental and Behavioral Health Services and Interventions
- Domain 8 - Equitable Practices for Diverse Student Populations

**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, 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/Manuals: Test kits/manuals will be checked in and out through Rachel Greben. You can make a test kit request by completing the following [form](#) (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. 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.

7. 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).

8. A variety of assessment platforms will be used in this course. You will receive emails to register for MHS, WPS, and Pariconnect platforms. These platforms include limited protocols. Designated protocols should only be accessed during classroom activities and for classroom assignments. Protocols used for MHS include Conners 3, CDI-2, and CEFI. Protocols used for WPS included ABAS-3, RCMAS-2, and SRS-2. Protocols used for Pariconnect include BRIEF-2 and RADS-2. We will also be using the Pearson Qglobal platforms for scoring the BASC-3 and Vineland-2. Login information for Qglobal will be provided.

### **Class Assignments:**

1. **Class Participation.** Contributes to class by offering ideas and/or asks questions in both whole group and small group activities. Listens when others talk, both in groups and in class. Incorporates or builds off of the ideas of others. Arrives to class on time and prepared to contribute to classroom discussion by referencing required reading. Small group classroom activities will include the following roles; facilitator, note taker, and time keeper. Students will serve in each of these roles at least once. (42 points, 3 points per class).

2. **Developmental History and Vineland-3 Report.** Students will review a variety of developmental history templates and identify themes of questions and topics covered. Students will obtain consent from a parent volunteer and complete a developmental history using a self-compiled list of questions. Students will also administer the Vineland-3 Interview Form - Domain Level Version with the parent volunteer. Students will score the Vineland-3 and write up the results of the developmental history and Vineland-3 as part of a psychoeducational report. Students may be required to submit additional reports if basic proficiency is not demonstrated (200 points).

3. **BASC-3 and Conners 3 Report.** Students will administer, score, and interpret BASC-3 PRS, TRS, and SRP and the Conners 3 rating scale results for a case example student. 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 (200 points).

4. **Assessment Presentation.** In small groups, students will co-present a review of one of the assigned standardized assessments. Each presentation should include an overview of the following components (a) purpose, (b) forms, (c) administration guidance, (d) scales, (e) scores and qualitative descriptors (f) development, (g) standardization, (h) reliability, (i) validity, (j) strengths, and (k) limitations and cultural and linguistic considerations. Each student is responsible for creating and presenting slides for at least two of the above components (a-k). Students will be graded on their components as well as the overall presentation. Students should use the course text, test manual, and Mental Measurements Yearbook as references for this presentation. Each presentation will be approximately 20 minutes in length (100 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 retake 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](http://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.lclark.edu/academics/support/writing\\_center/](https://college.lclark.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 10	Course Overview and Introduction to Assessment Foundations	Sattler Chs 2, 3,	Sign Up For Assessment Presentation (BRIEF-2, CARS-2, Conners 3, RADS-2, RCMAS-2, SRS-2)
Week 2: Jan 17 No Class: MLK Day			
Week 3: Jan 24	Cultural and Linguistic Considerations and File Review	Sattler Ch 4, Absences Add Up	
Week 4: Jan 31	Developmental Delay, Intellectual Disability, and Autism Spectrum Disorder DSM-5 and OAR Criteria	Sattler Chs 18, 22	
Week 5: Feb 7	Interviewing and Developmental History	Sattler Chs 5-7 Resource Guide pp. 1- 77 WPS Create a Client Video	

Week 6: Feb 14	Adaptive Behavior Assessment (Vineland-3, ABAS-3)	Sattler Ch 11 and Vineland-3 Manual (bring to class)	
Week 7: Feb 21	Social Emotional Broad Rating Scales (BASC-3)	Sattler Ch 10 and BASC-3 Manual (bring to class)	
Week 8: Feb 28	Autism Assessment (ADOS-2, CARS-2, SRS-2)	Resource Guide pp. 155-161 ODE ASD Technical Assistance Paper	Developmental History and Vineland-3 Report Due  CARS-2 and SRS-2 Assessment Presentations
Week 9: March 7	Anxiety, Depressive Disorders, and Emotional Behavior Disability DSM-5 and OAR Criteria	Sattler Chs 13-14 Resource Guide pp. 104-112 Pariconnect video tour	
Week 10: March 14	Anxiety and Depression Rating Scales (CDI-2, RADS-2, RCMAS-2)		RADS-2 and RCMAS-2 Assessment Presentations
Week 11 March 21 Spring Break No Class			
Week 12: March 28	Attention Deficit Hyperactivity Disorder (ADHD), Post Traumatic Stress Disorder (PTSD) and Other Health Impairment OAR and DSM-5 criteria	Sattler Chapter 15	
Week 13: April 4	Executive Functioning Rating Scales (Conners 3, BRIEF-2, CEFI)	Resource Guide pp. 119-126; 246-262 Conners Manual (bring to class)	Conners 3 and BRIEF-2 Assessment Presentations
Week 14: April 11	Observations	Sattler Chs 8 & 9 Resource Guide pp. 78- 96	BASC-3 and Conners 3 Report Due
Week 15: April 18	Interpreting Evaluation Information for Decision Making	Sattler Chapter 25	

Week 16: April 25	Presenting Evaluation Results		
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