

**SPSY 546: Assessment II**  
**Lewis and Clark College Graduate School of Education and Counseling**  
**SPSY 546: Assessment II Course Syllabus Spring 2024**

Instructor: Cynthia Panko, MS  
Email: [pankoc@lclark.edu](mailto:pankoc@lclark.edu)  
Office Hours: By appointment

Prerequisite: None  
Credits: 3 Semester Hours  
Schedule: January 12th, 2024- Through April 19th, 2024  
Time: Friday's 9:00am -12:15pm  
Location: York 121

**Required Texts:**

Sattler, J.M. (2022) Foundations of behavioral, social, and clinical assessment of children (7th ed.). La Mesa, CA: Sattler Publishers, inc.

Additional reading will be made available on-line or in class.

**Catalog Description:** This course is the second of a three -part assessment sequence that addresses psychol-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 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 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 presentations 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 facts 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 students 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 assessments tools, particularly for students from diverse linguistic, cultural and socioeconomic backgrounds.
5. Demonstrated initial competence in the standardized administrations, scoring, interpretation, and reporting of the BASC-3, Conners 3 and Vineland 3.
6. Demonstrated initial competence with information gathering via file review, observations, 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. TESTS 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 CLASSIFICATIONS, 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 reference to volunteers will be by 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 Juleen at [Juleen@lclark.edu](mailto:Juleen@lclark.edu)
6. You can make a test kit request by completing the following Form (LINK) Juleen will respond within 24 hours to confirm your request. Standard check out hours are between 2-4PM, Monday through Friday. Juleen's office is located in Rogers 214.
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 late day)
9. A variety of assessment platforms will be used in the course. You will receive emails to register for MHS, WPS and Pariconnect platforms. These platforms included limited protocols. Designated protocols should only be accessed during classroom activities for classroom assignments, Protocols used for MHS include Conners 3, CDI-2, and CEFI. Protocols used for WPS include ABAS-3, RCMAS-2, and SRS-2. Protocols used for Pariconnect include the BRIEF-2, and RADS-2. We will also be using the Pearson Q Global 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. Listen 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. (100 points across the course).
2. Developmental History and Vineland-3 Report. Students will review a variety of development 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-completed list of questions. Students will also administer the Vineland-3 Interview From-Domain Level Verison 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-# and Conners 3 Report. Students will administer, score and interpret BASC 3 PRS, TRS and SRP and the Conner's 3 ratings 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, (2002 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, © administrations 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 Measures Yearbook as reference for this presentation. [Mental Measurements Yearbook](#) (each presentation will be approximately 20 minutes in length (100)

#### **Grading Scale:**

Total points possible: 600

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 a degree.

**SPSY Department 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) In case of extreme hardship and also that the discretion of the instructor, a grade of incomplete may be given for an assignment or 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 and Clark students are responsible for knowing the standard of professional conduct and academic integrity. Please refer to the Lewis and Clark Graduate catalog for the Standard 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 maintain 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 be rarely 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.plagiarms.org](http://www.plagiarms.org). It is expected that work turned in for this class has not been used for any other classes.

**Disability Service Statement:** If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Service Office. After you have submitted documentation and filled our paperwork there for the current semester requesting accommodations, staff in the office will notify the instructor of the accommodations for which you are eligible.

**Changes:** The instructor reserves the right to make appropriate changes in the syllabus. It is the students 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 wiring process. See their website for more details: [https://college.lclark.edu/acade.ocs/suupprt/writing\\_center/](https://college.lclark.edu/acade.ocs/suupprt/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.

### Course Schedule

Week	Topic	Readings	Assignment
Week 1: January 12th	Course Overview and Introduction to Assessment Foundations	Sattler 6th Edition Chapter 2	Sign up for presentations (BRIEFS-2, CARS-2, Conners 3, RADS-2, RCMAS-2, SRS- 2)
Week 2: January 19th	Cultural and Linguistic Considerations and File Reviews	Add readings	

Week 3: January 26th	Interviewing and Developmental History- Developmental Delay Intro	Sattler Chs 4-6	
Week 4: Feb 2nd	Observations , Interpreting Evaluations and making informed decisions.	Sattler 7 and 8	
Week 5: Feb 9th,	Executive Functioning (Conner;s, 3, BRIEF-2 and CEFI)	Sattler Chapter 10 Conner's Manual	Conners and BRIEF -2 Presentations
Week 6: Feb 16th, NO CLASS- NASP Convention			
Week 7: Feb 23rd	Attention Deficit Hyperactivity Disorder, Other Health Impairment OAR and DSM 05.	Sattler 14 and 16	
Week 8: March 1st	Autism Assessment (ASOCS-2, CRARS-2, SRS-2) OARS Criteria, ASD OAR	Guest Speaker, Lisa D, Amy Neilson ODE ASD Technical Paper	
Week 9: March 8th	Anxiety, Depressions, Emotional Behavior Disorder, (Trauma, Social Maladjustment) Disability DSM-5 and OARS Criteria BASC-3)	Sattler Ch 9 and BASC Manual	
Week 10: March 15th	Catch up day, Q and A		
Week 11: March 22nd	SPRING BREAK NO CLASS March 22nd		
Week 12: March 29th;	Intellectual Disability , Adaptive Behavior	R/O communication Disorder? Cultural	

	Assessments (vineland -3, ABAS)	Sattler 11 and 15.	
Week 13:: April 5th	Other-VMI- Projectives measures, Lights Retention, Iowa Acceleration Scale, TBI, VI, OI, DHH, Risk/Threat	Bring Copies	
Week 14: April 12th	Presenting Evaluations		Presentations
Week 15:: April 19th	Presenting Evaluation		Presentations