COURSE SYLLABUS

Overview and Goals

This course is the second part of a two-semester practicum sequence in child assessment. You will continue practicum work in the on-campus clinic as well as in Prince George’s County Public Schools. During the spring semester, you will complete one psycho-educational evaluation through PEER (supervised by course instructor), and three psychological evaluations in your practicum (supervised by course instructor and school supervisor). The expectation is that you continue to develop your knowledge and skills and become increasingly autonomous in your assessment work. All of your test protocols will be checked for accuracy by our teaching assistant (Annie Goldthrite) according to procedures outlined in the PEER Manual. During the spring semester, you should demonstrate precise administration and accurate scoring of standardized tests across all of your cases. Throughout the semester, you will receive ongoing individual and group supervision, which will focus on specific cases and your growth in the areas of professional values and attitudes, communication and interpersonal skills, individual and cultural diversity, and ethical and legal standards. You will receive formal feedback from your University and school-based supervisors at the conclusion of the semester.

A major goal of the course is the systematic application of concepts, strategies, and tools to the process of diagnostic assessment. In doing so, you will engage in the following activities throughout the semester. These activities are all consistent with developing APA’s profession wide-competences (ii, iii, iv, v, vi) and NASP competencies (2.1, 2.4, 2.8).

1. Identify and clarify the referral questions, conduct a record review, and plan an evaluation;
2. Interview children, parents, teachers, and/or others involved in the care or education of the child;
3. Observe children in the classroom and during the evaluation process;
4. Administer an appropriate battery of psycho-educational tests (e.g., cognitive, achievement, developmental, social-emotional-behavioral measures);
5. Learn about new measures and procedures that are pertinent to cases;
6. Score, interpret, and write up test results;
7. Integrate and synthesize material from a variety of tests and other sources in relation to the referral issues and formulate recommendations for interventions;
8. Effectively communicate interpretations and recommendations in written form;
9. Effectively communicate information from the evaluation orally to parents, teachers, other professionals, and/or the examinee as appropriate;
10. Reflect on professional practice following the scientist-practitioner model by synthesizing information from various assessment sources with research and theory;
11. Attend the relevant meetings in the school settings, when possible.

Course Information and Requirements

Class Participation, Preparedness, and Engagement (10% of grade):

This doctoral-level course is a combination of didactic, practicum, and seminar. Most weeks, there will be assessment activities in the clinic from 9 to 11 am, followed by class activities (instructor- and student-led topics, case discussions, etc.) from 11:15 am to 12:15 pm. Clinic sessions begin promptly at 9 am, thus you should expect to arrive well enough in advance to make any necessary preparations. When
you do not have a current PEER case, you will observe the ongoing cases with the rest of the class. During class, you are expected to complete assigned readings, participate in topic discussions, and contribute to case discussions. Your class participation grade is based on: attendance, timeliness, preparation for and participation in clinic activities, self-review of your PEER sessions, and preparation for and participation in class meetings.

**Topic Leadership (10% of grade):**
You will lead two topic discussions, one from each set, during the spring semester. The first set of topics includes best practices in the assessment of (a) ADHD, (b) anxiety, and (c) autism. The second set of topics includes best practices in the assessment of (d) traumatic brain injury, (e) trauma, and (d) suicide risk. Assignment to topics will occur at the beginning of the semester. You are responsible for completing assigned readings for each topic, and the topic leader should select at least two additional scholarly resources for her presentation. As topic leader, you will lead the discussion using a visual aid (PowerPoint, handout, etc.). You should send me an outline of your presentation one week in advance. Please submit your final presentation materials on Canvas prior to your presentation.

**Four Comprehensive Evaluations (75% of grade):**
You will complete one case at the on-campus PEER clinic and three cases in the school setting (4 total). As in the fall, you will maintain an electronic case file for each evaluation using Box (details below). The standard evaluation for each case will include a review of the child’s background information; testing and classroom observations; interviews with the parent, teacher, and child; and measures of the child’s cognitive abilities, visual-motor integration, and socio-emotional functioning and/or behaviors. PEER evaluations will also include at least one standardized measure of the child’s academic achievement. During the course of the semester, you should administer at least one cognitive test that you did not give in the fall semester (e.g., WJ-IV Cog instead of the WISC-5). You will also have the opportunity to give the WISC-5 via Q-interactive. Please remember results from tests that are not administered using standardized procedures not be accepted as these scores are invalid. Please bring any specific questions about administration and instruments to class and individual supervision.

**One PEER Case:** Each PEER case involves an intake interview with parents (conducted by us together), approximately three testing sessions (conducted by you), and a feedback conference with parents (conducted by us together). It may also be appropriate to provide feedback to the child, depending on the child’s age and parent input. All PEER sessions occur during class and are video recorded. Before meeting for supervision, you should watch selected portions of your session and identify areas of strengths and opportunities for growth. Detailed information on processes and procedures for clinic activities are detailed in the 2017-2018 PEER Manual (distributed in the fall semester).

**Three School Cases:** You are strongly encouraged to work with your school supervisor to identify and begin your first spring case by the end of January, with the second case starting by the end of February, and the third case starting by the end of March. All three cases should be complete by the beginning of May. Additional detailed information about your school practicum roles and responsibilities can be found in the Assessment Practicum Agreement.
Electronic Case Files: You will maintain an electronic case file for each case using a folder shared with me on Box (www.box.umd.edu). To protect client confidentiality, all electronic files are de-identified and password protected using our class password. Electronic files sent by PEER parents (e.g., report card, previous reports) should also be password protected and saved in the case file.

- **Evaluation Plan:** You will develop an evaluation plan that includes the date the evaluation is due, reason(s) the student was referred for evaluation, measures chosen for the standard assessment battery, key activities related to the assessment and report writing process, and a timeline for completion of all assessment and report writing activities. The standard assessment battery includes:
  - Record review
  - Parent/guardian interview
  - Teacher interview(s)
  - Social, emotional, and/or behavioral rating scale(s)
  - School observation (school cases only)
  - Cognitive test
  - Achievement test (PEER only)
  - Visual-motor integration test
  - Child interview

If you suggest modifying or supplementing the standard assessment battery, please identify the measures that are being added or removed and provide a rationale for doing so (i.e., information from the child’s background, reasons for referral, test performance that warrants the change). If you are adding measures, also include (a) the referral question or hypothesis that will be addressed with the measure, and (b) how the measure will answer the referral question or hypothesis, citing the manual and/or relevant theory, research, and practice as applicable. Your initial evaluation plan will be developed and revised throughout the case. You should make updates to the Evaluation Plan using tracked changes.

- **Client Contact Notes:** After each activity involving clients and related individuals (e.g., children, parents, teachers), you will write a brief client contact note that includes the date and summary of the activity or activities. For testing sessions, you will include the tests administered and your testing observations. For interviews, you will summarize the information obtained. Contact notes should be kept updated so that the instructor can check on case progress.

- **Evaluation Report:** You will write an evaluation report for each case, using either the appropriate report template. You will submit a minimum of three drafts for each case: (1) referral and background sections, (2) observations and standard battery results, (3) all test results, conclusions, summary, and recommendations. Each draft should include revisions based on feedback given on the earlier draft. Upload drafts for me to review to Box and then notify me by email. I will provide feedback within 1 week of receiving your email. You are responsible for keeping track of progress on your case and upcoming deadlines. For PEER, you should complete your third draft of the report within 3 weeks of the final testing session. For school cases, it is very important that you and your school supervisor work out a timeline for submitting the report based on the school eligibility meeting. You should send the third draft for me to review with plenty of time to spare.

- **Supervision Summaries:** We will periodically have group supervision during class. For individual supervision meetings, you are responsible for scheduling with me ahead of time based on when you anticipate having test results to review and discuss. For each case during the spring
Practicum in Child Assessment - Part 2  
EDCP 738  
Spring 2018, Thursdays 9 – 12:15 (Seneca Building)

Instructor: Jill B. Jacobson, Ph.D.  
E-Mail: jillbj@umd.edu  
Office: EDU 3208, hours by appt.  
Cell: 757-621-5621

In the second semester, we will meet: (1) within 1.5 weeks of completing the standard assessment battery, and (2) after completing all testing and the third draft of the report. For PEER cases, we will have an additional supervision meeting before sharing results with parents. For all cases, we will meet for additional supervision time as needed. Feedback will also be provided through written comments and edits on each report draft. Please come to supervision prepared with relevant materials, topics for discussion, and questions. It is especially important to update your case file before supervision meeting. Within 48 hours of each supervision session, you write up a brief summary of the supervision meeting and upload it to Box.

School Case Presentation (5% of grade):
You will select one of your school cases to present during our Spring Case Conference. In your case presentation, you will show how the data from various sources contributed to the conceptualization and addressed the referral questions. You should discuss the planning of the assessment battery, integration of data using various methods and sources, hypothesis testing, and applications of models, theories, and/or literature. You will present the completed case to the class (15 minutes) and lead the class in a relevant discussion (5 minutes). You should use a visual aid, such as PowerPoint slides or a handout (please remember to exclude identifying information to protect client confidentiality).

Evaluation

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>% of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>--</td>
</tr>
<tr>
<td>School Evaluations (3)</td>
<td>45% (15% each)</td>
<td>5/10</td>
</tr>
<tr>
<td>PEER Evaluation (1)</td>
<td>30%</td>
<td>5/10</td>
</tr>
<tr>
<td>Topic Leadership (2)</td>
<td>10% (5% each)</td>
<td>Varies</td>
</tr>
<tr>
<td>School Case Presentation</td>
<td>5%</td>
<td>5/3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>--</td>
</tr>
</tbody>
</table>

90-100 points   A  
80-89 points    B  
70-79 points    C  
<70 points       D

During supervision of individual cases, you will have the opportunity to develop and receive feedback on profession-wide competencies of ethical and legal issues, individual and cultural diversity, professional values and attitudes, and communication and interpersonal skills. School cases, in particular, provide multiple opportunities to discuss the application of ethical standards and laws in the school context (e.g., understanding IDEA). Cultural and linguistic considerations are raised and addressed throughout the assessment process, particularly as you conduct several assessments in a public school system with a highly diverse student population. The goal of these supervision experiences is to help you integrate learning from other courses (e.g., ethical and legal knowledge) to your applied cases. Supervision provides a supportive environment for you to reflect on your values, attitudes, communication style, and interpersonal skills, as well as to receive feedback and identify areas for continued growth. Oral communication and interpersonal skills will be addressed through the instructor’s direct observation of your work with clients in the clinic, your viewing of your own recorded sessions to identify strengths and
areas for improvement, and your school-based supervisor’s ratings on the evaluation form. Through multiple drafts of each evaluation report, as well as less formal written communications (e.g., emails sent to families or teachers), you will also receive feedback on your written communication skills.

Your school and PEER evaluations will be evaluated in the following areas, based on materials that you submit to the instructor and TA, supervision meetings, and formal and informal feedback from the school-based supervisor (see Assessment Practicum Evaluation form).

**Assessment Process: Skills and Performance**
- Advance planning for cases
- Preparation for supervision
- Follow up on feedback from supervision
- Timely completion of testing
- Timely completion of report write ups
- Relationship building with the child, teachers, family, etc.
- Accurate scoring of tests
- Adequate measures taken to protect client confidentiality (password protection, etc.)
- Professionalism (on time to meetings, responsive to requests, appropriate attire)
- Case conceptualization (seeking sufficient information and recognizing patterns)
- Quality of report drafts
- Insight about self-development and flexibility
- Communication with supervisors (keep supervisor informed, sharing difficulties early on)
- Preparation for and ease of test administration
- Rapport building with child during testing (appropriate language/activities)
- Rapport building with child
- Consultation and communication with teachers and other school staff
- Performance (e.g., preparedness, communication skills) during PEER feedback session and school team meeting

**Final Case File:**
- Evaluation Plan
- Client Contact Notes
- Test Protocols
- Non-Standardized Data
- Other Documentation
- Supervision Summaries
- Evaluation Report

**Hours Log**
As a Program requirement, students must track clinical hours on MyPsychTrack. Clinical hours include time spent meeting with client, exchanging information with other professionals and family members, reviewing and writing client records, and receiving supervision. The instructor will submit your course grade after all course requirements are complete and your clinical hours have been approved through MyPsychTrack.
University Policies and Resources
As a student, you have the responsibility to be familiar with and uphold the Code of Academic Integrity and the Code of Conduct, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility as indicated below.

You also have the right to know the expectations set by University Policy. The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students.

University Policies outlined at this link are particularly relevant to your experience in academic courses: http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record. Topics that are addressed in these policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.

Additional Information & Expectations

Professionalism
As part of good professional practice and as a requirement of the School Psychology Program, students must be covered by professional liability insurance. Please consult the Program handbook for additional information.

Students are required to engage in ethical and professional behavior expected of psychologists/school psychologists. It is the student’s responsibility to protect confidential information; students should seek supervision if unsure about guidelines, policies, or procedures. Students must adhere to the APA and NASP standards, including confidentiality and case management rules and policies. Proper informed consent must obtained before assessment activities begin. All materials related to cases should be password protected before submitted to the instructor and de-identified if used in class.

Communication with the Instructor
If you need to contact me in between class and supervision meetings, please send me an email. I will do my best to respond within 24 hours to time-sensitive emails that are sent during the work week. If emails are sent over the weekend or on holidays, I will respond as soon as possible or by the next business day. If I do not respond within a reasonable timeframe, please feel free to confirm that I received your message. If there is an urgent need related pertaining to safety at your school, you should first contact your school-based supervisor or designated point of contact at your school site (remember, do not leave the student unattended). For urgent issues, you should also contact me by calling my cell phone (listed above) as soon as possible.

Course Materials and Readings
Required readings are listed on the Weekly Class Schedule. Materials are available through the UMD library system or posted on Canvas. Additional readings may be assigned throughout the semester.
Practicum in Child Assessment - Part 2  
EDCP 738  
Spring 2018, Thursdays 9 – 12:15 (Seneca Building)

Instructor: Jill B. Jacobson, Ph.D.  
E-Mail: jillbj@umd.edu  
Office: EDU 3208, hours by appt.  
Cell: 757-621-5621

Selected chapters from the following books:

Weekly Class Schedule
The following list outlines class meeting dates and topics. The schedule will be adjusted as clients are scheduled and issues pertinent to ongoing assessment cases are prioritized.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Activities</th>
<th>Assignments/Readings</th>
</tr>
</thead>
</table>
| 1/25 | Spring semester course overview  
      Practicum case updates | **Due:**  
      • Meet with CRI case supervisor  
      • Begin first case for spring semester |
| 2/1  | PEER Intakes  
      1) 9 am – PEER4  
      2) 10:15 am – PEER5  
      Case Discussions  
      CARES Externship Information (Dr. Kelly Lee) | **Read:**  
      **Due:**  
      • Assessment plan for 1st spring school case |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Read</th>
<th>Due</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/1</td>
<td><strong>Testing Sessions: PEER4 and PEERS</strong></td>
<td>• Whitcomb &amp; Merrell (2013), Ch. 10:&lt;br&gt;• DSM-5: Neurodevelopmental Disorders (p. 59-66)&lt;br&gt;• DSM-5: Disruptive... Conduct Disorders (p. 461-480)</td>
<td>Assessment plan for 2nd spring school case</td>
<td></td>
</tr>
</tbody>
</table>
| 3/8 | **PEER Intake (Nicole)**  
**3) 9 am – PEER6**  
*Best Practices in ADHD Assessment (Topic leader: STUDENT)* | **Read:**  
| 3/15 | **Testing Sessions: PEER5 and PEER6**  
**Case Discussions** | **Read:**  
- Whitcomb & Merrell (2013), Ch. 12-13  
- Gutkin & Reynolds (2009), Ch. 25-26  
- DSM-5: Neurodevelopmental Disorders (p. 50-59, 77-86)  
**Due:**  
- Case File for School Case #1 |
| 3/22 | **UMD Spring Break – NO CLASS** | |
| 3/29 | **Testing Sessions: PEER6**  
*Best Practices in Autism Assessment (Topic leader: STUDENT)* | **Read:**  
**Due:**  
- Assessment plan for 3rd spring school case |
### Practicum in Child Assessment - Part 2
#### EDCP 738
Spring 2018, Thursdays 9 – 12:15 (Seneca Building)

**Instructor:** Jill B. Jacobson, Ph.D.
**E-Mail:** jillbj@umd.edu
**Office:** EDU 3208, hours by appt.
**Cell:** 757-621-5621

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Read</th>
</tr>
</thead>
</table>
| 4/5  | Guest presentation: Dr. Colleen Cummings (Alvord, Baker, & Associates) IDEA Eligibility for Emotional Disability Case Discussions | Read:  
- BP-V (2014), Ch. 24  
- Dombrowski (2015), Ch.13  
| 4/12 | Testing Sessions: PEER6 *Best Practices in Traumatic Brain Injury Assessment (Topic leader: STUDENT)* | Read:  
- Review measures: [https://www.cdc.gov/traumaticbraininjury/tbi_wide.html](https://www.cdc.gov/traumaticbraininjury/tbi_wide.html)  
**Due:** Case File for School Case #2 |
| 4/19 | Testing Sessions: PEER6 | Read:  
<p>| 4/26 | PEER4 Feedback at 9 am | Read: |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/3</td>
<td>PEER5 Feedback at 9 am</td>
<td><strong>Read:</strong></td>
</tr>
<tr>
<td>5/10</td>
<td>Spring Case Conference</td>
<td><strong>Due:</strong></td>
</tr>
</tbody>
</table>
|       | Course Review, Case Wrap Up, and Course Evaluation                   | • School Case Presentation (next week)  
  • Case File for School Case #3  
  • Case File for PEER |
|       | **Note:** PEER6 Feedback TBD                                         |                                                                         |