Psychoeducational Clinic I
EPSY 855
Fall 2015
Syllabus

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Office Phone: 785-864-1037
Office Hours: Mondays 1:00-4:00pm, Tuesdays, 1:00-4:00pm or by appt.
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Meeting Times: Wednesdays 1:00-3:30
Location: 130D Joseph R. Pearson Hall
Course Webpage: http://courseware.ku.edu/

GTA: Lina Goldenberg
Office: JRP 130M
Office Phone: 785-864-7021
Office Hours: Mondays 9:00-4:00pm, Tuesdays 9:00-4:00pm, or by appt.
E-Mail: lgoldenberg@ku.edu

Primary Sources:


We will also be using the following books, which are available electronically through KU Libraries (lib.ku.edu).


You also need to have a flash drive to use for report writing and for saving other client related documents. This drive needs to remain in the clinic at all times in your mailbox.
Purpose of the Course

Psychoeducational Clinic I is the first of a two-course sequence designed to provide supervised work in the Center for Psychoeducational Services at the University of Kansas. Class time will be broken down into two sections. The first half of class time will be devoted to group supervision, including case presentations, answering questions about specific cases, and other supervision related activities. The second half of class will be devoted to specific training and seminar in the assessment, diagnosis, and treatment of specific disorders, as well as to the development of clinical skills.

The first semester will be devoted to learning clinic procedures and reviewing basic clinical skills (e.g., interviewing, report writing, providing feedback), learning disabilities, executive functioning, and ADHD. The second semester will be devoted to autism, intellectual disabilities, conduct disorder, mood disorders, and nonverbal learning disabilities.

By the end of the course sequence you should have developed the following skills related to a number of disability categories:

- **Background Knowledge**
  - Develop an in-depth understanding of a variety of disabilities that are commonly seen in schools and clinics (e.g., know signs/symptoms, screening measures, general diagnostic criteria, typical assessment procedures)

- **Assessment Skills**
  - Be able to formulate a plan for the assessment of a variety of clinical issues, including learning disabilities, ADHD, autism, intellectual disability, mood disorders, and behavioral disorders
  - Be able to interpret assessment results, use results to answer referral questions, formulate a follow-up plan for assessment of unanswered questions
  - Use a variety of formal and informal assessment tools in evaluation
  - Triangulate data from a variety of sources to develop a comprehensive picture of the client

- **Treatment Development Skills**
  - Develop a general understanding of accommodations, modifications, and interventions that are appropriate for a variety of disabilities
  - Use assessment results to identify appropriate treatment strategies for families and schools
  - Understand possible mediators or moderators of treatment for specific individuals (e.g., developmentally appropriate interventions)

- **Clinical Skills**
  - Convey assessments results both in writing and verbally
  - Use the DSM-5 for diagnosis
  - Understand the similarities and differences between the DSM-5, IDEIA, and Section 504 of the Americans with Disabilities Act
  - Consult with parents about the implementation of instructional and behavioral recommendations, and foster advocacy skills for parents, children, and adolescents
o Use technology for clinical practice, such as test scoring and computer office software for communication, research, assessment, diagnosis, intervention planning, and evaluation
o Work competently with diverse individuals, including parents, students, school staff, and other professionals while working in the clinic setting

• Consultation Skills
  o In addition to completing psychoeducational evaluations, students will also work with parents from the community as behavioral consultants.
  o Use the Ecobehavioral consultation process effectively to identify problems, formulate hypotheses about what may be triggering and maintaining the problems, and develop appropriate interventions to change problem behavior and develop appropriate behavior

School of Education & SPSY Program Standards

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code...“Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.” The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

This course aligns with the mission of the School of Education because you will be learning about the assessment, diagnosis, and intervention processes related to disabilities that are commonly encountered in the school. This will help prepare students to be leaders in their districts about assessment, diagnosis, and intervention for students with disabilities; students will learn how to determine what may need to be provided so students have the most appropriate education; and students will learn how to communicate to school professionals and parents about disabilities and how they influence education, and ultimately what can be done to improve the education for students with disabilities.

Content of this course is related to the following NCATE standards:

NCATE #2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

NCATE #3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

NCATE #5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
NCATE #8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

NCATE #10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.

The SPSY program related standards that are related to this course are shown below.

**KSDE Program Standards**

**KSDE Standard #1 [Psychoeducational Assessment]:** The school psychologist uses varied models and methods of assessment as a part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services.

**KSDE Standard #2: [Consultation]:** The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations; collaborates and consults effectively with others in planning and decision-making processes at the individual, group and system levels.

**KSDE Standard #3 [Academic, Cognitive Interventions]:** The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths and needs; implements intervention to achieve those goals; and evaluates the effectiveness of intervention.

**KSDE Standard #4 [Behavior, Social, Emotional Intervention]:** The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of intervention.

**KSDE Standard #6 [Knowledge of Education/Safe Schools]:** The school psychologist has knowledge of general education, special education, and other educational related services and understands schools and other settings as systems; works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive and effective learning environments for children and others.

**KSDE Standard #11 [Technology]:** The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

**NASP Program Standards:**

**NASP Standard II [Data Based Decision Making and Accountability] –** The school psychologist has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring
progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, the school psychologist demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and applies results to design, implement, and evaluate response to services and programs.

**NASP Standard III [Consultation and Collaboration]** – The school psychologist has knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, the school psychologist demonstrates skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.

**NASP Standard IV (Element 4.1) [Interventions and Instructional Support to Develop Academic Skills]** – The school psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, developmental processes; and evidence-based curricula and instructional strategies. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data collection methods and implements and evaluates services that support cognitive and academic skills.

**NASP Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills]** – The school psychologist has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data-collection methods and implements and evaluates services that support socialization, learning, and mental health.

**NASP Standard V (Element 5.1) [School-wide Practices to Promote Learning]** – The school psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**Classroom Activities and Evaluation**

**Class Sessions:** Class sessions will follow a similar format each week. Each week will probably look slightly different, but this is a general format of the class.

**Part 1** Supervision (shared with practicum 1:00-2:00)
**BREAK** (10 minutes)
**Part 2** Discussion/Class Activities (2:10 to 3:30)
Student Evaluation

During this course, there are three primary portions of your grade in this course, including Class Activities, Psychoeducational Evaluation, and a Consultation Project. Each student will be expected to complete two (2) Psychoeducational Evaluations over the course of the year (one per semester), and each student will be expected to complete one (1) Consultation Project over the course of the year (either completed in the fall or spring).

Grading for EPSY 855

<table>
<thead>
<tr>
<th>Class Activities &amp; Professionalism (15% of grade)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>5 points (5%)</td>
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<tr>
<td>Case Presentation</td>
<td>5 points (5%)</td>
</tr>
<tr>
<td>Professionalism</td>
<td>5 points (5%)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychoeducational Evaluation (65% of grade)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake Session (DVD)</td>
<td>10 points (10%)</td>
</tr>
<tr>
<td>Cognitive Testing (DVD)</td>
<td>10 points (10%)</td>
</tr>
<tr>
<td>Academic Testing (DVD)</td>
<td>10 points (10%)</td>
</tr>
<tr>
<td>Feedback Session (DVD)</td>
<td>10 points (10%)</td>
</tr>
<tr>
<td>Psychoeducational Report</td>
<td>25 points (25%)</td>
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<table>
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<tr>
<th>Consultation Project (20% of grade)</th>
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<tbody>
<tr>
<td>EBC Phase 1 Interview (DVD)</td>
<td>10 points (10%)</td>
</tr>
<tr>
<td>EBC Phase 2 Data Collection</td>
<td>2.5 points (2.5%)</td>
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<tr>
<td>EBC Phase 3 Intervention Development (DVD)</td>
<td>5 points (5%)</td>
</tr>
<tr>
<td>EBC Phase 4 Follow Up (DVD)</td>
<td>2.5 points (2.5%)</td>
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</tbody>
</table>

Final Course Grades will be assigned as follows. Per the School Psychology Program, a grade of a B or higher is required to successfully pass this course:

- A = 93.0 or greater
- A- = 90.00-92.99
- B+ = 87.00-89.99
- B = 83.00-86.99
- B- = 80.00-82.99
- C+ = 77.00-79.99
- C = < 77.00

Late Work: All DVDs must be reviewed and turned in to the GTA within one week of the recording. If you complete an Intake on a Wednesday, the DVD must be turned into the GTA by the next Wednesday. Two points per day will be taken off of the rubric grade for each day that the DVD is late.

Reports must be completed within one week of your final assessment session. For example, if you complete your last testing session on a Friday, the report must be turned in by the next Friday. Two points per day will be taken off of the grade for each day the report goes past the deadline. This will give us a week to review the report and hopefully get feedback scheduled within two weeks of the last assessment session. **It is very important that you write your report as you are working on the case** (e.g., write the Background Information after completing the intake, write the Cognitive Assessment section after completing the cognitive testing). Writing Psychoeducational reports takes a significant amount of time, and it is important that you do not leave this until the last minute.
Class Activities and Professionalism

Discussion Questions: As part of the class discussion, you will be required to turn in one (1) Discussion Question each week on the readings, and two (2) responses to other students’ questions. These questions and responses must be submitted to the Blackboard Discussion Board. Discussion Questions are due by 12:00pm (noon) the Tuesday before class, and Discussion Question Responses are due by the start of class on Wednesday (by 1:00pm). Your questions will be incorporated into the discussion for the week, and you are encouraged to talk about your responses in class!

Case Presentation: Case study presentations will be required. These case presentations will include case conceptualization and presentations prior to or following feedback. Each case should be succinctly presented and include the relevant background data or data you have collected, and an initial hypothesis or plan of action. Your presentation should not exceed 30 minutes, including additional time for class discussion and/or feedback about the case. More details about what is expected in case presentations will be provided in class. In addition, you may bring in DVD clips of your sessions so that the class can provide supervision on specific aspects of the evaluation process. If you are in practicum, this presentation can be over a practicum case, if it is appropriate for the class.

Professionalism: Professionalism includes the following:

- Promptness with scheduling and appointments
- Noting the appointments in the Outlook Calendar
- Keeping and maintaining accurate files (there will be 2-4 file audits each semester)
- Closing files appropriately
- Updating your logs regularly
- Maintaining professional demeanor in CPS
- Setting up and seeking supervision when needed

You will be rated on each of these areas using a rubric. Students who have questions about procedures should direct those questions to one of the CPS staff, Kristen Hensley (the Director of CPS), or the GTA. Failure to maintain accurate and complete files or to follow clinic procedures will result in grade reductions and other possible consequences.

Dress: CPS is a clinic that provides professional services for those who come here. It is important that we look professional when seeing clients. Although there are no specific dress codes (e.g., shirt and tie required), it is very important to look professional for clients. So, if you are going to wear something and you think to yourself “I wonder if this is too casual?” it probably is. Dress like you would if you were working in an office job or in the schools. No jeans please!

Logs: Logs must be kept up to date and are part of the professionalism grade. These will be filled out electronically and can be kept on your flash drive in your clinic mailbox. You should create a new log for each week that has includes your cumulative hours for the entire year. For PhD students, these logs are especially important for you to have when you are applying for internships. You want to make sure that your logs are clear, up to date, and comprehensive. They should be detailed enough that you know what you did (e.g., watched
video and rescored the WISC-V, for whom (use initials, e.g., TD), and when (9/21/15, 1:00-3:15pm, 2.25 hours). The time on your logs should be kept in 15 minute increments.

Psychoeducational Evaluation

General Clinic and Client Guidelines: General clinic and client guidelines are provided in your folder and will be posted on Blackboard. You are expected to be available for 6 to 8 hours of clinic time (during clinic hours) each week in addition to class meeting times. Direct client contact may consist of approximately 2-4 hours of face-to-face client work conducting interviews, assessment, feedback, consultation, or counseling. The additional CPS hours are to be used for test scoring, video review, report writing, research into client-related issues, peer supervision, and possible classroom observation or attendance at school meetings. These hours also include time spent learning the clinic procedures. There will be weeks where you may not have any hours, and other weeks where you will spend a significant amount of time in the clinic. Student clinicians may work with several clients each semester depending on the number of clients available and the size of the incoming class. It is possible that you may have fewer requirements if you must split client work with another student. Although every effort will be made to equitably assign clinic work, client needs and schedules are unpredictable. If you do not complete all aspects of clinical work during the semester, your grade will be adjusted accordingly. **It is your responsibility to ensure that your client work is progressing satisfactorily to meet the requirements.** See the course instructor or GTA if you have difficulty scheduling or meeting with your clients.

Grading: Your grade for the Psychoeducational Evaluation is based on five components, which include one comprehensive Psychoeducational report and four videos (intake, cognitive testing, achievement testing, and feedback). Performance in each clinical area will be graded. Grading rubrics for each element of client work will be provided online. Consideration in grading will be given to extraordinary performance, special client issues, ethical problems, number of clinic hours, responsiveness to supervision, and other aspects of clinical performance that may not be fully reflected in the grading rubrics. **It is expected that each DVD and self-evaluation are turned in to the GTA within one week of the recording date.** Two points per day will be deducted on late DVDs.

- **Intake Session:** The intake session consists of the paperwork and interview with the parent/client. You will use the intake interview form that was used in previous courses, along with any other interview forms that may be necessary for the specific case.
- **Cognitive testing:** For most evaluations, we complete a comprehensive cognitive test. This includes tests such as the WJ-IV, WISC-V, KABC-II, or WAIS-IV. The test that is used will depend on the client and the referral concerns. More often than not, we often follow up with other more specific tests, such as the CTOPP-2, TOMAL-2, or WRAML.
- **Academic Testing:** For most evaluations, we complete a comprehensive academic achievement test, which may include the WJ IV, WIAT III, or KTEA-3. The test that is used will depend on the client and referral concerns. Similar to cognitive testing, we often need to follow up with specific achievement areas, using tests like the GORT-5, TOWRE-2, OWLS, KeyMath, CMAT, or TOWL.
- **Social-Emotional Assessment.** Although not specifically graded, most evaluations also include a social emotional measure, such as the BASC-2 or an Achenbach scale. There
are also numerous other scales that we administer to gather information on executive functioning, attention, anxiety, depression, or other social emotional concerns.

- **Psychoeducational Report**: The Psychoeducational Report is where you synthesize all of the information that has been gathered during the evaluation and provide written feedback that includes a diagnosis (if appropriate) and recommendations.
  
  - It is best to write up each section of the report as you work through the case. For example, writing up the background information after you complete the intake, writing the section on cognitive abilities after the intelligence test, etc. Do not fall behind on scoring or writing. It becomes significantly more difficult to write each section the further away in time the session occurred.
  
  - Your first report draft should be submitted within one week following the final assessment session.
  
  - The first draft of the report is the draft that will be graded, so it must be complete. In other words, you should feel comfortable enough with the report that you would give it to a parent.
  
  - You will receive the graded and critiqued draft back within 2-3 days.
  
  - The second draft should be submitted for review within 2-3 days after you receive the critiqued first draft.
  
  - The second draft will be submitted and critiqued, and returned to you within 2-3 days.
  
  - Although changes may not be extensive, be aware that a third draft is often required!
  
  - The final draft must be approved, printed, and signed **prior** to the feedback session.
  
  - **Do not hold the feedback session until your report is complete, approved, and signed.**

- **Feedback Session**: The feedback session is where you review the results of the evaluation with the client. You are required to review all of the testing that was completed, explain what the tests measure and what the results mean, describe the conclusions, and review recommendations.

 Files: Complete, accurate and up-to-date client files must be maintained according to legal and ethical standards, including instructional and treatment plans, progress notes, client correspondence, and any required documentation. Documentation of client contacts and progress on cases in your files is **essential**. Files will be audited monthly or more often. This audit becomes a part of your grade in professionalism

**Video recordings:**

- Each DVD you turn in must be accompanied by a self-critique of your performance.
- Each DVD of a cognitive assessment session must be accompanied by the test protocol or a note about where to find it (i.e., client file with initials).
- Turn in your completed DVD to the GTA with your critique and test protocol **within one week** after the session has been recorded.
- After the GTA rates each session, you must meet with the GTA for feedback.
- In-class video reviews may be held once or twice per semester, depending on time.
• CPS policy is to record all sessions for your review, for supervision, to answer client questions and concerns, and for you to select portions for class.
• You are encouraged to hand in any additional DVDs for individual supervision. This is your chance to have your work thoroughly examined – take advantage of it!

Supervision

Peer Supervision: Students should find a peer to work with throughout the semester. You will need to schedule at least one half hour peer week for peer supervision. This can be a great time to get feedback about a case you are working on, answer questions about assessments, or help with making recommendations. Be sure to document this supervision time in your logs.

University Supervision: There will be specific times that you should obtain supervision about cases in the clinic. I want to make sure I know where everyone is with their cases, so my plan for supervision is as follows:
• After intake: You must meet with the course instructor after intake to make sure the case is appropriate, to clarify the goals of the assessment, and plan for the next sessions.
• After each assessment session: You must set up a time to meet with the course after each assessment session. You must score all the tests before meeting with me. This is especially important to ensure that we will have all of the appropriate tests and follow-up questions answered in order to reach the appropriate conclusions about the case.
• Before feedback: You may meet with the course instructor or GTA as needed to determine appropriate assessments, answer questions about scoring or interpretation, and to help reach diagnostic conclusions to prepare for the feedback session. The GTA will be available to provide supervision throughout the semester. It is always best to stay in contact on the progress of your cases and get feedback often!

Group Supervision: Attendance and participation in weekly one and one-half hour University-based group supervision is required.

Consultation Project

As part of your clinical experience in this course, you will also be completing a consultation project. This project was previously placed in EPSY 965 (Foundations of Psychoeducational Consultation) but it was determined that this would be a better project for EPSY 855 and 865. The requirement will be to complete one (1) consultation case over the course of the year, so you can complete it either in the fall or the spring semester. The consultation case will include the following components (this list is not exhaustive, please see the EBC Process forms):
1. EBC Phase 1 Interview: You will meet with a parent and go through the EBC Phase 1 interview. You will be graded on your adherence to the EBC process (e.g., asking questions from each area to gather an adequate amount of information, develop baseline data collection method, set follow-up). From here, the parent should move forward to collect baseline data on the problem:
2. EBC Phase 2 Data Collection: You will use the data from the parent to help understand the current level of the problem and possible factors that are influencing the problem behavior
3. **EBC Phase 3 Intervention Development**: You will meet with the parent to analyze the data together, develop a potential functional hypothesis about the behavior, and develop an intervention for the parent to try.

4. **EBC Phase 4 Follow Up**: You will meet with the parent to examine the data that has been collected to see if the intervention in working and offer guidance on what should be done next (e.g., change the intervention, continue the intervention, stop the intervention, etc.).

**Practicing Clinical Skills**

Before starting clinical work, we are going to go through several activities to help you review and demonstrate some of the basic clinical skills necessary for seeing clients.

**Intake Procedures**: Before you begin to see any clients, you must demonstrate that you understand basic clinic procedures, including file maintenance, payment, parking passes, calling clients, and the initial paperwork that clients complete when they come to the clinic. We will review these during the first week of class and you will be demonstrating these skills during the second week.

**Review of Tests**: One of the most important things that you need to know as a clinician is how to correctly administer tests. One area in which students have difficulty during testing is correctly pronouncing words on tests that they have not administered frequently, or words that are closer to the ceilings of some tests. This is a serious issue when it comes to scoring because these errors can spoil a test score. It is essential that you are able to correctly pronounce and score all of the words on the following tests. As a review, you must go over the following tests with a colleague, and they must indicate that you have adequately passed each item on the test. You must be able to pronounce all words correctly on the following tests:

1. WJ IV ACH & COG: Letter-Word Identification, Word Attack, Spelling, Nonword Repetition
2. WIAT III: Word Reading, Pseudoword Decoding, Spelling
3. KTEA-3: Letter and Word Recognition, Nonsense Word Decoding, Spelling
4. TOWRE-2: Sight Word Efficiency, Nonsense Word Efficiency

**Report Critique**: You will be reading and providing a brief critique of a report from the clinic to help you become acquainted with the format, language, and requirements for report writing. There is not a specific formula for report writing, and it is expected that people have different styles in writing. The purpose of this is to give you an idea of what components are included in reports and how information from an evaluation is synthesized and recommendations are developed from the evaluation.

**Feedback**: Students will practice providing feedback using a mock scenario. This gives you the opportunity to learn the basic procedures of a feedback session and allows you to see what it is like to give feedback to a parent or adult before you have to do this with a client. This scenario will be provided to you and will be based on the report you read and critique.
Other Issues of Importance

Note to Students with Disabilities: The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at http://www.disability.ku.edu. Please contact me privately in regard to your needs in this course.

Late Work and Academic Integrity: All work for this course should be turned in on time. I understand that everyone is busy this year, but planning ahead and organization should help you complete everything adequately, and on time. Preparing for and attending class is very important to successfully complete this course. Missing class for minor reasons is not recommended. If there is a family emergency or other reason that requires you to miss class, please contact me as soon as possible.

Words from KU on academic integrity: “Academic integrity is a central value in higher education. It rests on two principles: first, that academic work is represented truthfully as to its source and its accuracy, and second, that academic results are obtained by fair and authorized means. "Academic misconduct" occurs when these values are not respected. Academic misconduct at KU is defined in the University Senate Rules and Regulations. www.governance.ku.edu/usr.html#art2sect6. A good rule of thumb is ‘if you have to ask if this is cheating, it probably is.’”

The issue academic integrity and especially of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment, BlackBoard™ digital drop box) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to this if it is present. For further information on academic integrity at KU please review this website http://www.vpss.ku.edu/academic.shtml.
### Course Calendar
Changes may be made to the syllabus and course calendar during the semester depending on time required for certain topics. If this happens every effort will be made to let you know as soon as possible so you can plan accordingly.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 08/26/15</td>
<td>Intro and Clinic Procedures</td>
<td>Clinic Procedures Folder</td>
<td>None</td>
</tr>
<tr>
<td>Week 2: 09/02/15</td>
<td>Clinic Intake Procedures Practice</td>
<td>Clinic Procedures Folder</td>
<td><strong>Practice Clinic Paperwork Review Tests</strong></td>
</tr>
<tr>
<td>Week 4: 09/16/15</td>
<td>Clinical Report Writing</td>
<td>Example Report; Schneider website posts; Frick (2005) Chapter 16</td>
<td>DQ/R; <strong>Review and critique report</strong></td>
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<td>Week 5: 09/23/15</td>
<td>Providing Feedback</td>
<td>Tharinger et al. (2008a, 2008b)</td>
<td>DQ/R; <strong>Practice Feedback</strong></td>
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<td>Week 6: 09/30/15</td>
<td>SLD: Theory DSM-5 and PSW Approaches</td>
<td>DSM-5 SLD Section</td>
<td>DQ/R</td>
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<tr>
<td>Week 7: 10/07/15</td>
<td>SLD: Reading</td>
<td>Flanagan &amp; Alfonso, Chapter 2</td>
<td>DQ/R</td>
</tr>
<tr>
<td>Week 8: 10/14/15</td>
<td>SLD: Math</td>
<td>Flanagan &amp; Alfonso, Chapter 3; Gersten &amp; Chard (1999)</td>
<td>DQ/R</td>
</tr>
<tr>
<td>Week 9: 10/21/15</td>
<td>SLD: Writing</td>
<td>Flanagan &amp; Alfonso, Chapters 4</td>
<td>DQ/R</td>
</tr>
<tr>
<td>Week 10: 10/28/15</td>
<td>SLD: Catching Up and Other Approaches</td>
<td>Flanagan &amp; Alfonso, Chapters 6 &amp; 7</td>
<td>DQ/R</td>
</tr>
<tr>
<td>Week 13: 11/18/15</td>
<td>ADHD: Background</td>
<td>DSM-5 ADHD Section</td>
<td>DQ/R</td>
</tr>
<tr>
<td>Week 14: 11/25/15</td>
<td>No Class: Thanksgiving</td>
<td><strong>Fantasy Football Websites</strong></td>
<td><strong>Take a nap</strong></td>
</tr>
</tbody>
</table>

DQ/R = Discussion Question and Responses
References for Extra Readings


