PRE 855: Psychoeducational Clinic I
Assessment, Consultation, Intervention
Class Meets: Monday 8:30-11:20 in JRP 620

Instructor: Matthew Reynolds, Ph. D.
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Center for Psychoeducational Services (CPS)
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Lawrence, KS 66045
Phone: 785-864-7021
Fax: 785-864-1297
CPS hours are 12:30-6 on M–Thu and 12:30–5 on F

Course Overview
The course is the first of a two-course sequence designed to provide supervised work in CPS. During this first-semester the class will be broken into two sections. The first half of class will be devoted to specific training and seminar in assessment and intervention, and to the development of clinical skills. The second half of class time will be spent in group supervision, including case presentations and other supervision related activities.

By the end of the course you should be able to
- Use formal and informal assessment tools to understand and identify individual differences in educational and psychological functioning, and to formulate appropriate recommendations
- Convey assessments results competently verbally and through written reports
- Use the DSM-5 for diagnosis
- Understand the role of RTI and comprehensive assessment for best practices in the identification of learning disabilities
- Consult with parents about the implementation of instructional and behavioral recommendations, and foster advocacy skills for parents, children, and adolescents
- Use technology such as test scoring and computer office software for communication, research, assessment, diagnosis, intervention planning, and evaluation.
- Work competently with a diverse individuals, including parents, students, school staff, and other professionals while working in the clinic setting.
- Understand the construct of executive functioning, how to assess for it, and how to link the assessment with interventions
Readings

Required Texts


Optional


Articles and Chapters

Complete references are included on the last page of the syllabus. Additional readings may be assigned throughout the semester.

Grades and Requirements

Participation during class and group supervision (see below)  
Presentation  
Professionalism

Clinical requirements (see below)

a) Performance in all aspects of client work, including observation and recording of interpersonal skills and standardized assessment administration (minimum of four video recordings):

b) Thorough, accurate and well written psychoeducational reports (minimum of two reports):

Performance in each clinical area will be rated. Grading rubrics for each element of client work will be provided in class. Consideration will be given to extraordinary performance, special client issues, ethical problems, number of clinic hours, responsiveness to supervision, etc. It is expected that each DVD and self-evaluation will be turned in to the GTA within one week of the recording date. Two points per day will be deducted on late DVD’s.

Grades for these rubrics will be assigned as follows:

- A = 93 or greater
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = < 77
Participation during Class and Group Supervision

Class participation includes comments in class and during group supervision, knowledge of the readings, and completion of class assignments. 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 20 minutes with additional time for class discussion and/or feedback. Details will be presented in class. In addition, you may bring in DVD clips so that the class can provide supervision on specific aspects of the evaluation process.

High quality participation during class includes regular attendance and integration of what we have read, discussed, and experienced without being cued by the instructor. Examples include critical questioning of the reading, interested and engaged demeanor, relating current reading to previous reading in this or other courses, and actively assisting in problem solving on cases. Short quizzes and/or summaries related to various topics and readings may also be assigned and graded.

You are expected to attend all class meetings and scheduled clinic hours. Please be on time! Logs are due biweekly. Consistently late or missing logs will affect the class participation grade.

Professionalism

Professionalism includes promptness with scheduling and appointments, noting the appointments in the Calendar, keeping and maintaining files accurately, closing files, updating your logs, and maintaining professional demeanor in CPS. It also includes appropriately setting up and seeking supervision when needed. Students who have questions about procedures should direct those questions to one of the CPS staff, Kristen, the Director, or the GTA. Failure to maintain accurate and complete files or to follow clinic procedures will result in grade reductions and other possible consequences.

Class Presentation

The group presentation will be a 40 minute presentation (~30 presenting/10 question & discussion). Topics will be related to executive functioning and how assessment of executive functioning relates to intervention/accommodation. Details will be discussed in class.

Clinical Requirements

General clinic and client guidelines are posted on Blackboard. You are expected to be available for 6-8 hours of clinic time (during clinic hours) each week in addition to class meeting times. Direct client contact should 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!

Student clinicians typically work with several clients each semester. The equivalent of two or more comprehensive psychoeducational evaluations is required each semester. Although every effort will be made to equitably assign clinic work, client needs and schedules are unpredictable. It is your responsibility to make certain 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.

Course grades and progress may also be affected by the quality of work with particularly challenging clients, adherence to legal and ethical guidelines, your professionalism and willingness to seek and
use supervision, and other aspects of clinical performance that may not be fully reflected in the grading rubrics.

**Comprehensive evaluation:**
- intake and clinical interviews; required legal paperwork
- creation and maintenance of a client file
- three assessment sessions including cognitive, academic and social/emotional assessment at one week intervals
- preparation of a comprehensive psychoeducational report
- feedback session scheduled about two weeks after the final testing session

**Partial or focused evaluation:**
- intake and clinical interviews; required legal paperwork
- creation and maintenance of a client file
- one assessment session, either cognitive, academic, or social/emotional
- preparation of a brief psychoeducational report
- feedback session scheduled about two weeks after the testing session

**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. Files will be audited monthly or more often.

**Psychoeducational reports:**
- Write up each section of the report as you complete and score the intake session and each testing session. Do not fall behind on scoring or writing.
- Your first report draft should be submitted within one week following the final assessment session.
- The first draft will be graded.
- You will receive the graded and marked draft back within 2-3 days.
- The second draft should be submitted for review within 2-3 days.
- Warning: 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 and approved.

**Video recordings:**
- Each DVD you turn in must be accompanied by a self-critique of your performance.
- Each DVD of a cognitive and achievement assessment session must be accompanied by the test protocol or a note about where to find it.
- 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 will be held approximately twice per semester.
- 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 DVD 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 schedule at least one half hour peer week for peer supervision. Be sure to document this supervision in your logs.

*University Supervisor*

You will meet with a University Supervisor following the intake session, at least once, but most likely a few times, BEFORE the final assessment session, and as needed to determine appropriate assessment and reach diagnostic conclusions and to prepare for the feedback session. The GTA will also provide supervision throughout the semester.

*Group Supervision*

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

**Instructor Evaluation**

Please feel free to provide me with feedback throughout the semester (in person or anonymously). Feedback about how to improve the course or my instruction is appreciated so that I can make improvements during the semester and in future semesters.

**Disability Services**

The University of Kansas provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the office of Services for Students with Disabilities, 135 Strong, 785-864-2620.

**Academic Misconduct**

Please refer to the following website for the University’s policy on academic misconduct: http://www.ku.edu/~unigov/usr.html#art2sect6

**NASP 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.

KSDE Standards

Standard 1: Psychoeducational Assessment
The school psychologist uses varied models and methods of assessment as 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.

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. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.

Standard 3: Collaboration for Academic Intervention
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.

Standard 4: Collaboration for Behavioral 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.

Standard 5: Diversity
The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.

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

Standard 8: Families/Community
The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Standard 9: Research
The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Standard 10: History of Psychology, Professional Development and Ethics
The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

Standard 11: Technology
The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.
### Tentative Schedule of Topics and Assignments for PRE 855

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Read Before Class</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>8/26</td>
<td>Introduction</td>
<td></td>
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<tr>
<td></td>
<td>Procedural overview</td>
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<td>9/2</td>
<td>No Class Labor Day</td>
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<tr>
<td>9/9</td>
<td>CPS procedures</td>
<td></td>
<td>Read clinic procedures and prepare questions.</td>
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<td>Suicide assessment</td>
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<tr>
<td>9/16</td>
<td>Executive Functioning</td>
<td>Dawson &amp; Guare, 2010</td>
<td>Walk-through, CPS orientation;</td>
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<tr>
<td></td>
<td>Executive Functioning</td>
<td>(Ch. 1-2)</td>
<td>Sample intake paperwork w/ peer (DVD)</td>
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<td>Assessment BRIEF</td>
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<tr>
<td>9/23</td>
<td>Linking EF assessment to intervention</td>
<td>D &amp; G (Ch. 3-4)</td>
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<td>Interventions to promote EF</td>
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<td>9/30</td>
<td>Specific Teaching Routines</td>
<td>D &amp; G (Ch. 5-6)</td>
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<td>Interventions for EF Domains</td>
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<td>10/7</td>
<td>Coaching students with EF</td>
<td>D &amp; G (Ch. 7, 8, 10)</td>
<td>DVD for supervision:</td>
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<td></td>
<td>Executive and RTI/Transition</td>
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<td>Intake session</td>
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<td>10/14</td>
<td>No Class Fall Break</td>
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<td>10/15</td>
<td>DSM-5</td>
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<td>DSM changes reading;</td>
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<td>SLD part of DSM-5</td>
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<td>10/21</td>
<td>DSM-5</td>
<td>Kranzler &amp; Floyd, 8</td>
<td>Second DVD due for review:</td>
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<td>Report Writing</td>
<td>(pp. 135-157)</td>
<td>Intelligence test</td>
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<td>Sattler, 2001 (optional);</td>
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<td>Braaten, 2008 (optional)</td>
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<td>11/4</td>
<td>Assessment Feedback</td>
<td>Kranzler &amp; Floyd, Ch 8</td>
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<td>(pp. 157-160)</td>
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<td>Tharinger et al., 2008</td>
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<td>Sattler, 1998; Ch. 4 (optional)</td>
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<td>11/11</td>
<td>Adaptive Behavior</td>
<td>Tasse et al., 2012</td>
<td>Third DVD due for review:</td>
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<td>Vineland Adaptive Behavior</td>
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<td>Achievement test</td>
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<td>11/18</td>
<td>Intellectual Disability</td>
<td>Kranzler &amp; Floyd, Ch 10</td>
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<td>NASP, “Hard News”</td>
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<td>Practice Parameters AACAP</td>
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<td>11/25</td>
<td>Giftedness</td>
<td>Fieldler et al., 2002</td>
<td>Fourth DVD due for review:</td>
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<td>Kranzler &amp; Floyd, Ch 11</td>
<td>Feedback session with client</td>
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<td>Pfeiffer, 2009</td>
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<td>12/2</td>
<td>Pediatric Bipolar</td>
<td>Youngstrom et al., 2008</td>
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<td>Danner et al., 2009</td>
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<tr>
<td>12/9</td>
<td>Video Reviews</td>
<td></td>
<td>All remaining DVD reviews due</td>
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</tbody>
</table>
Note that the second-half of class will be devoted to group supervision, so these topics will be addressed in the first half of class. Additional readings may be assigned for the second-half of class.

Readings

AACAP (1999). Practice parameters for the assessment and treatment of children, adolescents, and adults with mental Retardation and comorbid mental disorders


**We will watch this entire video series in group supervision for the first three weeks.**