PRE 865: Psychoeducational Clinic II
Assessment, Consultation, Intervention
Class Meets: Tuesday 4:30-7:00 in JRP 622

Instructor: Matthew Reynolds, Ph. D.
Office in JRP 130T: Tues. and Thurs. 1-2:30 or by appointment
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Phone: 864-9712

Teaching Assistant: Ryan Alexander
Email: ryalexander@ku.edu
Office: 130M JRP
Office phone: 864-7021
Office hours: TBD

Center for Psychoeducational Services (CPS)
1122 West Campus Road, Room 130
Lawrence, KS 66045
Phone: 785-864-7021
Fax: 785-864-1297
CPS hours are 1-6 MWTH, T 1-4, & F 1-5

Course Overview
The course is the second of a two-course sequence designed to provide supervised work in CPS. Class time 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
- Understand executive functioning and apply that knowledge to assessment and intervention
- Understand the use of specificity, sensitivity, and base rates in diagnostic decision making
- Understanding mediators and moderators for interventions
- Convey assessments results competently verbally and through written reports
- Use the DSM-IV-TR for diagnosis, and understand its relation with IDEA and Section 504
- 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
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

Grades for these rubrics will be assigned as follows:

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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, 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 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.

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Grades and Requirements

Participation during class and group supervision (see below) 5%
Presentation 10%
Professionalism 15%

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): 30%
b) Thorough, accurate and well written psychoeducational reports (minimum of two reports): 40%

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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 30 to 40 minute presentation that will introduce a new measurement instrument. 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.
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 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 BEFORE the final assessment session, as needed to determine appropriate assessment and reach diagnostic conclusions, and as needed 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.

**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/usrr.html#art2sect6](http://www.ku.edu/~unigov/usrr.html#art2sect6)

**NASP and Licensure Goals**

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 interventions to achieve those goals, and evaluates the effectiveness of interventions.

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 interventions.

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 #11 [Information Management] The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.
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<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Read Before Class</th>
<th>Assignment Due</th>
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<tr>
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<td>* All remaining DVD reviews due</td>
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<tr>
<td>1/22</td>
<td>Introduction</td>
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<td>1/29</td>
<td>Executive Skill Development; ES Assessment to Intervention; Dawson &amp; Guare, 2010 (Ch. 1-4)</td>
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<td>2/5</td>
<td>ES in specific populations; ES coaching and RTI</td>
<td>D &amp; G, 2010 (Ch. 6-9)</td>
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<td>2/12</td>
<td>NASP</td>
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<td>2/19</td>
<td>Test of Orthographic Awareness; OWLS-2</td>
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<td>2/26</td>
<td>TOWRE-2 Large Group Meeting</td>
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<td>First DVD due for review: Intake</td>
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<td>3/5</td>
<td>Mental Health and Academics Boderline IQ/Slow Learners Shaw, 2008 Emerson et al., 2010</td>
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<td>3/12</td>
<td>ADHD Assessment; Moderators and Mediators Behavior; ADHD Academics; Hinshaw, 2007 Daly et al., 2007 Raggi, 2008</td>
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<td>Second DVD due for review: Intellectual test</td>
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<td>3/19</td>
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<td>3/26</td>
<td>Autism Large Group meeting</td>
<td>Frazier et al., 2012 McPartland et al., 2012</td>
<td>Third DVD due for review: Achievement test</td>
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<td>NVLD, HFA, Asperger</td>
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<td>Fine &amp; Semrud-Clikeman, 2010</td>
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<td>TBI</td>
<td>Buckley et al. 2011 Canto et al., 2011</td>
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<td>TBI case studies; Pediatric Bipolar</td>
<td>Semrud-Clikeman, 2010</td>
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<td>5/7</td>
<td>Pediatric Bipolar</td>
<td>Youngstrom et al., 2008 Danner et al., 2009</td>
<td>All remaining DVD reviews due</td>
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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


