

Course Syllabus

APCE 645: Social and Behavioral Assessment in the Schools 3 credit hours

Instructor

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	Denver – Lowry campus
Dates	06/27-08/3
Times	Tuesday & Thursday, 1-4
Course GA	Sophia Olton-Weber

Course Description: Understand and implement techniques for assessing social and behavioral functioning in children and adolescents for the purpose of designing effective interventions in home and school settings.

Prerequisites: APCE 670, APCE 644

Course Objectives:

1. Develop an integrated approach to understanding and assessing social and behavioral development in children and adolescents.
2. Develop observation and clinical interviewing skills.
3. Learn about various objective and behavioral instruments and apply them to the assessment process.
4. Learn about various projective instruments, issues with their use in the schools, and apply them to the assessment process.
5. Develop interpretation and case conceptualization skills.
6. Formulate appropriate treatment recommendations based on assessment data.
7. Integrate assessment data into meaningful and understandable written reports.
8. Communicate assessment results/recommendations in verbal feedback sessions.
9. Determine the impact of diversity as related to ethnicity, culture, gender, and SES as related to social and behavioral assessment.

Required Texts and Supporting Materials:

Whitcomb, S. A., & Merrell, K. W. (2013). Behavioral, social, and emotional assessment of children and adolescents (4th edition). New York: Routledge.

McConaughy, S. H. (2013). Clinical interviews for children and adolescents (2nd edition). New York: Guilford.

Supporting Materials:

APCE 645 Test Protocol Packet (provided on the first week of class)

Course Requirements:

1. Competency Exams. On Canvas, there are competency exams for each test. If you fail the competency exam for one test, you will need to take a second test. The competencies you will need to pass include:
 - ABAS
 - ASRS
 - BASC 3
 - CDI
 - Conners-3
 - DAP:SPED
 - EDDT
 - MMSE
 - MMPI-A
 - PIC-2
 - RCMAS
 - RADS-2
 - VINELAND 3
2. Complete two simulated test batteries. These will include scoring videos and scoring exercises for each case. These will be available on Canvas. For each case, complete a synthesis worksheet that identifies key themes within the assessment and identifies those facts identified during the assessment process that supports those themes. Then, provide a written report that includes identifying information, assessments given, background information, observations, key findings, a summary, and detailed recommendations. Psychological reports will be graded on a point system. Students may be required to rewrite reports at the instructor's request. Rewrites can earn up to five additional points and are due one week after assigned.
3. One live case studies. Record the administration of one child and parent clinical interview session. For each case study, you will administer some projective assessment and one checklist as well as giving a Vineland interview. Then, provide a written report that includes identifying information, assessments given, background information, observations, key findings, a summary, and detailed recommendations. Psychological reports will be graded on a point system. Students may be required to rewrite reports at the instructor's request. Rewrites can earn up to five additional points and are due one week after assigned.
4. Present results of one assessment case to a "parent". This case will be presented in class via role play. One of your classmates will serve as a parent. The presentation will be graded based on the clarity, brevity and thoroughness of your presentation as well as your ability to answer questions that the parent may have. The feedback session should take about 10 minutes.
5. Recommendation project: Select one difficulty that one of your cases presents (e.g., impulsivity, anxiety) or another "problem" area of interest. Review the literature to find recommendations that would be appropriate for this type of

- problem. For example, if one of your cases had problems with attention, review studies and/or scholarly texts, or reputable websites to find 5-7 empirically supported intervention recommendations. Recommendations must be supported in the literature and you must type up a clear explanation of each intervention, along with references. Create a handout that describes the specific concern and fairly detailed recommendations to address the concern. Include references as well as a copy of these recommendations for your peers. You will be expected to email these to your peers (so they will have access to these recommendations/resources) and to the course instructor.
6. Class attendance and participation is required. Student grades will be dropped one letter grade for each unexcused absence and for excessive tardies. Absences must be excused prior to the class period to be missed.

Graded Projects:

	Points	Due Date
Recording #1 Interview	10%	May 19, 2019
Case #1 – Simulated Case Report (7-year-old)	20%	May 19, 2019
Case #2 – Live Case (6-18)	20%	June 2, 2019
Case #3 – Simulated Case (16-year-old)	30%	June 16, 2019
Feedback Session	5%	June 8, 2019 (In Class)
Recommendations Presentation	10%	June 8, 2019 (In Class)
Class Participation	5%	On-going

Grades will be assigned according to the APCE grading policy.

- A 93% to 100%
- A- 90% to 92%
- B+ 87% to 89%
- B 83% to 86%
- B- 80% to 82%
- C+ 77% to 79%
- C 73% to 76%
- C- 70% to 72%
- D+ 67% to 69%
- D 63% to 66%
- D- 60% to 62%
- F Below 60%

Academic Policies and Information:

Sexual Misconduct/Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments.

Alternatively, if you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>

Academic Integrity Statement

You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

Accommodations Statement

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Plagiarism Policy

Plagiarism and all forms of cheating are not tolerated by the school psychology program or the School of Applied Psychology and Counselor Education. Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the source included in the reference list at the end. If a direct quotation, the citation in the text must include the exact page numbers from the original source. The original source must also be listed at the end of work. All referencing is done according to APA Style. Regarding class projects, you are not to use *as the bulk of your presentation* the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given in an "F" in that course. After preliminary review by the school psychology faculty, cases of suspected or confirmed copying, cheating, or plagiarism will be referred to the School's Review and Retention Committee or other appropriate action will be taken. The decision of the Committee with regard to plagiarism includes the possibility that the student will be dismissed from his or her respective program and from UNC.

Course Schedule (tentative)

Date	Content	Reading/Assignments (Additional readings will be assigned)	Tests to be covered
Weekend 1	Introduction to Social and Behavioral Assessment Diversity in Assessment	Whitcomb & Merrell, 2013 Chapters 1-6	
	Social History/Clinical Interviews Measures of adaptive behavior	Whitcomb & Merrell, Chapter 6	Case Study # 1 Due Vineland ABAS 2
	Multi-symptom Rating Scales	Whitcomb & Merrell, Chapter 8	BASC-3 Conners CBCL
	Social History/Clinical Interviews Mental Status Exams MMPI-A	Read: Whitcomb & Merrell, Chapter 5	MMSE MMPI-A
Weekend 2	Projective Techniques Autism rating scales Organizing, synthesizing, and analyzing data	Whitcomb & Merrell, Chapter 9 Lichtenstein, part 1, 2, 3 (On Canvas).	ASRS KFD RAT TAT Incomplete Sentences
	Assessing Externalizing, Internalizing, and other social, emotional, and behavioral symptoms	Whitcomb & Merrell, Chapters 10-12	CDI RADS RCMAS
	Assessing the home and school environment	To be determined	BOSS Barkely Home Situation Questionnaire School Situation Questionnaire
Weekend 3	Presenting feedback to parents (Parent Feedback) Screening and Progress Monitoring BIMAS	Listen to podcast at: http://apps.nasponline.org/resources-and-publications/podcasts/podcast.aspx?id=194 Read Kamphaus, 2012 (Available on Canvas)	Case Study #2 completed Parent feedback presentations
	Parent & Intervention Presentations		
	Direct Behavior Ratings	Complete training protocols at http://dbtraining.education.uconn.edu/	Final Case Study due (Please upload to Canvas)

Test/Procedure To be administered	Case 1 William Age 7- (provided)	Case 2: You find child age 6-17	Case 3 Josh Age 16 (provided)
Child Clinical Interview		X**	X
Parent Clinical Interview		X**	
Social History	X	X	X
Adaptive Behavior Assessment Scale	X		
Autism Spectrum Rating Scale (ASRS)	X		
Behavior Assessment Scale for Children (BASC-III)	X (Parent)		X (Self and Parent)
Children's Depression Inventory-Second Edition (CDI-II)	X		
Conners		X	
CBCL		X	
Draw A Person: Screening Procedure for Emotional Disturbance -DAP-SPED	X		
House Tree Pearson (HTP)+ Kinetic Family Drawing	X	X	
“What I think & Feel” & “About my feelings”		X	
Minnesota Multiphasic Personality Inventory-Adolescent (MMPI- A)			X
Mini Mental Status Exam (MMSE)			X
Personality Inventory for Children-Second Edition (PIC-2)	X		
Reynolds Adolescent Depression Scale-II (RADS)			X
Revised Children's Manifest Anxiety Scale (RCMAS)	X		
Thematic Apperception Test (TAT)		X	
Vineland Rating Form	X		X
Vineland Survey Interview Form		X	
**=Needs to be video recorded			



**Permission to Evaluate
University of Northern Colorado**

Print legal name of assessment participant here: _____

I, _____, as parent or guardian of my minor child, give consent for my child to participate in a psychoeducational assessment which will include a variety of measures that may relate to my child's cognitive, academic, behavioral, socio-emotional, and adaptive skills. The assessment will be conducted by a school psychologist-in-training at the University of Northern Colorado. Some parts of the assessment may be recorded for training purposes and will only be reviewed by the course instructor. Further, these recordings will be erased after they have been viewed.

I understand that the information learned from the assessment will be confidential with the following exceptions: threat of serious harm to self or others, and child abuse and neglect. Information that could identify me and/or my child will not be included in any report or class discussion.

I understand that the student performing this assessment will be doing so under the supervision of his/her professor, Dr. David Hulac, and that this assessment is being conducted solely for the purpose of providing practice for the student. I am aware that the student conducting the assessment will not provide me/my child with any feedback regarding the results of the assessment. Furthermore, I understand that the University of Northern Colorado is under no obligation to release assessment results in any manner to other persons or agencies.

Finally, I understand that I am volunteering my child for participation, and I/my child may discontinue participation at any time for any reason.

Parent or Guardian Signature

Date

Psychologist-in-training

Date

Child Signature

I give permission for testing to be videotaped.

Parent or Guardian signature



**Permission to Evaluate
University of Northern Colorado**

I, _____, agree to participate in a psychological assessment to be conducted by a school psychologist-in-training at the University of Northern Colorado.

I understand that the information learned from the assessment will be confidential with the following exceptions: threat of serious harm to self or others, and child abuse and neglect. Information that could identify me will not be included in any report or class discussion.

I understand that the student performing this assessment will be doing so under the supervision of his/her professor, Dr. David Hulac and that this assessment is being conducted solely for the purpose of providing practice for the student. I am aware that the student conducting the assessment will not provide me with any feedback regarding the results of the assessment. Furthermore, I understand that the University of Northern Colorado is under no obligation to release assessment results in any manner to other persons or agencies.

Finally, I understand that participation is voluntary, and I may discontinue participation at any time for any reason.

Participant Signature

Date

School Psychologist-in-training

Date

Report Evaluation Rubric

Name: _____

<i>Domain</i>	<i>Max</i>	<i>Self-rate</i>	<i>Instructor</i>
Identifying Information	7		
<input type="checkbox"/> States pseudonym (e.g., Mylastname) (0-1) <input type="checkbox"/> Dates of Birth & Test (0-1) <input type="checkbox"/> Age of client (0-1) <input type="checkbox"/> Parent, Marital Status, or Spouse pseudonym (e.g., Bob and Sally Mylastname1) (0-1) <input type="checkbox"/> School or employer pseudonym (e.g., Typical Elementary School, Big Corp., Inc.) (0-1) <input type="checkbox"/> Grade or position/job/profession (0-1) <input type="checkbox"/> Ethnicity & gender (0-1)			
Reason For Referral/Problem Identification	2		
<input type="checkbox"/> Clearly and succinctly states purpose of assessment (0-1) <input type="checkbox"/> Clearly defines problem(s) or question(s) to be addressed in the assessment (0-1)			
Review Of Background Data	4		
<input type="checkbox"/> Lists family members/living partners (0-1) <input type="checkbox"/> Current family/living constellation (e.g., lives with mother and step-father) (0-1) <input type="checkbox"/> Contains relevant medical, educational, familial, etc. data (0-1) <input type="checkbox"/> Identifies client's native language (0-1)			
Behavioral Observations	5		
<input type="checkbox"/> Clearly describes client behavior(s) relevant to rapport (0-1) <input type="checkbox"/> Comments on students language, fine and gross motor skill, grooming, emotional functioning (0-1) <input type="checkbox"/> Clearly describes relevant diagnostic behaviors during assessment (0-1) <input type="checkbox"/> Separates inferences about client thoughts/affect from client behaviors (0-1) <input type="checkbox"/> Draws a clear inference regarding validity/rapport (0-1)			
Synthesis/discussion	11		
<input type="checkbox"/> The report is organized by themes (0-2) <input type="checkbox"/> Develops and evaluates hypotheses consistent with available data & psychological theory (0-1) <input type="checkbox"/> Draws inferences consistent with RIOT data (i.e., rule in/out) (0-2) <input type="checkbox"/> Themes are connected into a broader narrative that sheds lights on the referral questions (0-2) <input type="checkbox"/> Clarifies inconsistencies or unanswered questions (0-2) <input type="checkbox"/> Integrates all data (avoids confirmation bias) (0-2)			
Summary & recommendations	6		
<input type="checkbox"/> Restates the referral question and identifies the key findings from the report (0-2) <input type="checkbox"/> The report does not present any numbers from the assessment findings (0-1) <input type="checkbox"/> Recommendations are connected back to the key strengths & concerns identified in the summary (0-1) <input type="checkbox"/> Recommendations are explicit and easy to understand (0-1) <input type="checkbox"/> Recommendations include a method for evaluating their effectiveness (0-1)			
General Report Characteristics	8		
<input type="checkbox"/> Signature present (0-1) <input type="checkbox"/> Report is free from grammatical and syntax errors (0-4) <input type="checkbox"/> Logical flow, integration of report (0-1) <input type="checkbox"/> Report is written in an easily understandable way. It is free from jargon, or all jargon is explained.(0-2)			
Total (see back for comments)	43		