



Rhode Island College
Feinstein School Of Education And Human Development
Department Of Counseling, Educational Leadership, and School Psychology

CEP 602 Social and Emotional Assessment
Edit 2/2011

CEP 602 faculty fall 08 to fall 10			
	Holtzman, Elizabeth	Full time	Ph.D.

COURSE INFORMATION

Current Catalog Course Description:

The theory and use of objective and projective techniques in the assessment of child and adolescent personality are studied. Supervised laboratory experience in test administration, scoring, and interpretation is provided.
Prerequisite: CEP 534 and 551.

Relationship of Course to the Professional Program:

This course is an introduction to social and emotional assessment and intervention strategies. Multi method/multisource assessment procedures and empirically-supported interventions are emphasized. The course is open to candidates in the counseling and school psychology programs, and is considered the second half of their training in behavioral, social and emotional assessment. It is taken concurrently with CEP 605, Practicum in School Psychology, and links between assessment results and intervention outcomes are stressed.

Relationship to the Conceptual Framework of the Feinstein School of Education and Human Development (FSEHD):

The guiding principle of the course is to develop candidates into becoming reflective practitioners who plan, analyze and reflect on their experiences as school psychologists. The course aims to provide a foundation for best professional practice by enhancing knowledge in social and emotional development, by providing theoretical and practical grounding in various social and emotional assessment methods and by increasing sensitivity to individual differences and multicultural issues in assessment and intervention and by reflecting on the professional and social responsibilities associated with psychological decision-making and the consequences of test use.

COURSE TEXTS AND MATERIALS

Required Texts

Merrell, K. (2008) Behavioral, social and emotional Assessment of children and adolescents. NY: Taylor & Francis Group, LLC.

Grandin, T. (2008). The way I see it: A personal look at Autism and Asperger's. Arlington: Future Horizons

Laboratory Fee

A laboratory fee of \$20.00 is required to cover the cost of materials distributed in class.

COURSE OUTCOMES

Upon completion of the course, it is expected that the candidate, via a reflective approach to professional practice, will be able to

1. Identify adequate and effective measurement methods, approaches, strategies and instruments for problem-solving children's social and emotional difficulties (Knowledge, Diversity, Practice, NASP 2.1, 2.4, 2.5, 2.11)
2. Administer, score and interpret selected instruments according to the following methods: interview, rating scale, drawings, and story-telling (Knowledge, Practice, NASP 2.1, 2.11).
3. Formulate appropriate intervention recommendations based on the obtained assessment data (Knowledge, Diversity, Practice, Professionalism NASP 2.1, 2.3, 2.4, 2.5, 2.10)
4. Provide the federal definition of serious emotional disturbance and specific state criteria for placement in special education programs and receiving related services (Knowledge, NASP 2.4, 2.7, 2.10)
5. Integrate information obtained from multiple sources and multiple methods and provide data-based recommendations appropriate for students with social and emotional difficulties (Knowledge, Practice, NASP 2.1, 2.4, 2.7, 2.9).
6. Demonstrate an understanding of the legal, ethical, and professional standards for psychological assessment (Knowledge, Practice, Professionalism NASP 2.10).
7. Demonstrate sensitivity and responsiveness to assessing culturally diverse and disabled populations as a professional school psychologist candidate (Diversity, Professionalism NASP 2.1, 2.5, 2.6, 2.8)
8. Demonstrate competence in the use of an available word processing software and/or computer scoring package in the preparation of psychological reports (Knowledge, Professionalism NASP 2.11).
9. Examine the complexity of, and constraints in, educational and psychological assessment for students from diverse cultural and socioeconomic background (Knowledge, Diversity, Practice, Professionalism NASP 2.1, 2.5, 2.6, 2.8).

COURSE REQUIREMENTS

Assessment and report writing (50%)

- Each candidate will submit two reports one on a child, one on an adolescent based on provided case study parameters and data sets. Both reports should highlight data based recommendations. (10 pts each)
- Each candidate will select one child or adolescent with mild behavioral, social or emotional needs that has been referred for counseling (either group or individual) through practicum. Obtain consent to provide assessments to inform appropriate intervention. Complete **caregiver, child and teacher interviews, direct behavioral observation** (in one or more setting) and **selected assessment measures** including:
 - ALSUP
 - BASC-2
 - Sentence Completion
 - Appropriate self report (RCMAS-2, Piers Harris-2, CDI)
 - Social Skills Improvement System

This data will be integrated in to a report for class purposes with specific linked evidence based interventions. Feedback will be given to caregivers, teacher and child as to the findings and related intervention plan (30 pts).

Special topic exploration-Autism Spectrum Disorders (10%)

- Reflection responses to 3 "The Way I See It" prompts (1 page each to be submitted on blackboard)
- Observation of educational placement options for individuals with autism (Summary descriptions to be shared in class)
- Documented participation in professional development in this area
 - Suggestions: Rhode Island Technical Assistance Project (RITAP) <http://www.ritap.org/ritap/>
 - March 3rd and May 12th ASD Network Meetings
 - March 23rd Special Topics in Autism-Responding to the Need

NASP workshop or presentation

Mid term/Final Exam (30%)

The examinations will be based on the readings, class lectures, and general information on the various assessment measures covered in the class. The examinations will be a combination of multiple choice, short answer and case study.

Participation (10%)

Candidates are expected to do the required readings and thinking in advance about the topics(s), to attend each class and to participate actively in class discussions and activities. Level of participation and quality of contribution will be evaluated in determining participation grade.

Alignment of Course Requirements with....

Performance Assessment Description	Conceptual Framework	NASP Standard	Course Outcomes
Assessment Protocols/Report Writing	Knowledge 1,2, 3,4 Practice 1, 2	2.1, 2.4, 2.5, 2.8, 2.10	1-9
Special topic exploration-Autism	Knowledge 1 Practice 3	2.1, 2.4 2.5, 2.8,2.10	1,3,4,6,7,9
Midterm/Final Examination	Knowledge 1, 3	2.1, 2.4,2.5, 2.8, 2.10	4,5,7,9
Participation	Knowledge 1, 3, 4 Practice 4	2.10	3,4,6,7,9

COURSE EVALUATION

Evaluation/Grading

As candidates preparing to be professional school psychologists, the quality of your work is expected to meet minimum standards of proficiency in the profession. Successful completion of this course is considered evidence that you are competent to perform social and emotional assessment. A pattern of below par performance will be dealt with according to departmental guidelines.

Summary Assessment/Assignment Weights:

Description	
Case study assessment report 1	10%
Case study assessment report 2	10%
Site based integrated assessment	30%
Special topic exploration-Autism	10%
Mid Term	15%
Final Exam	15%
Participation	10%
Total	100%

How Grades are determined:

Grades are based on a break down of points, with 100 being the highest number of points possible:

A = 100 - 94 points
A- = 90 - 93 points

B+ = 87 - 89 points
B = 84 - 86 points
B- = 80 - 83 points

C+ = 77 - 79 points
C = 74 - 76 points
C- = 70 - 73 points

D=60-69 points
F= 60 and below

An important aspect of professional growth is demonstration of time management and responsibility. To that end, assignments will be expected to be on time. The acceptance of late work/make up work will be determined on a case by case basis.

Please note:

ACADEMIC STANDARDS:

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Academic dishonesty includes cheating, plagiarism, fabrication, collusion, deception, sabotage and multiple submissions. Please see the College Handbook for more information.

http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf

All assignments will adhere to APA style and follow English grammar and usage customs

RIC seeks to provide reasonable accommodations for all individuals with documented disabilities. If you are seeking classroom accommodations under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, or other applicable federal, state or local laws, you are required to register with the Student Life Office. The S.L.O. is located in Room 127 in Craig-Lee Hall, phone#456-8061. If you have any questions regarding this, please feel free to meet with me.

Background Criminal Investigation

A current Background Criminal Investigation (BCI) is required for all individuals who are enrolled in the Feinstein School of Education and Human Development courses that require contact with children/youth. A current, valid copy of the original BCI must be in your possession anytime you are in a school (or agency) setting that involves working with children/youth. You must also submit a copy to:

Office of the FSEHD Dean
Rhode Island College
105 Horace Mann Hall
Providence, RI 02908

More information is on the RIC website at <http://www.ric.edu/fsehd/>

EMAIL AS OFFICIAL COMMUNICATION WITH STUDENTS

In fall 2009, Rhode Island College adopted a policy stating that “RIC email accounts will be used as an official form of notification to RIC students.” This policy was endorsed by the Council of Rhode Island College in October. Therefore, when communicating with RIC students, faculty, staff, departments, and offices will only use those email addresses officially assigned to students by the college. This includes course announcements as well as department notices, newsletters, etc. Please check your RIC email account regularly or update your forwarding options accordingly.

Resources

National Association of School Psychologists
American Psychological Association
American Educational Research Association
National Assc. for the Education of Young Children
No Child Left Behind
American Psychological Society:
American Psychiatric Association:
Association for Advancement of Behavior Therapy:

www.nasponline.org
www.apa.org
www.aera.net
www.naeyc.org
www.nclb.gov
www.psychologicalscience.org
www.psych.org
www.aabt.org