

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**PREVENTION, ASSESSMENT, AND INTERVENTION: SOCIAL-EMOTIONAL
CIEP 485
FALL 2016**

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Time: Thursday, 1-3:30 PM
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COURSE DESCRIPTION

This course is designed for school psychology students and is intended to provide the foundational knowledge and skills necessary to conduct comprehensive assessments of children's social and emotional needs. Although this course is focused more on classification, assessment, and characteristics of various disorders, best practices dictate assessment practices link to intervention planning. Therefore, we will also consider the assessment-to-intervention link and discuss general approaches to intervention. At the conclusion of this course, students will have an understanding of the theoretical foundations of emotional disorders; the diagnostic/eligibility criteria for emotional disorders; and the social-emotional assessment instruments and procedures. Furthermore, students will be introduced to early identification and intervention strategies with regard to social and emotional functioning.

COURSE OBJECTIVES

1. Acquire knowledge and entry level competency with basic techniques and instruments associated with child and adolescent social-emotional assessment.
2. Demonstrate an understanding of the interplay of biological and ecological/contextual factors (family, school, peers, cultural, societal, etc.) that impact child and adolescent functioning and the importance of assessing within each of these areas.
3. Demonstrate proficiency in selecting evidenced-based assessment techniques and instruments in evaluating children and adolescents with regard to social-emotional assessment.
4. Obtain familiarity with diagnostic categories such as the Diagnostic and Statistical Manual (DSM-5) and Individuals with Disabilities Education Improvement Act (IDEIA, 2004).
5. Administer, score, and interpret a variety of social-emotional instruments for use with children and adolescents.
6. Develop and deepen report-writing skills with regard to integration of assessment information.
7. Identify cultural, linguistic, and individual differences as they pertain to social-emotional assessment in children and adolescents.
8. Recognize legal and ethical considerations pertinent to the standards of practice in assessment.

ALIGNMENT WITH NASP DOMAINS

- Development of basic communication and interviewing skills involved in working with client systems (NASP 1,2,4)
- Development of competencies in psychological assessment, including a special focus on issues related to non-biased assessment (NASP 1, 4, 8)
- Development of competencies in the link between assessment and intervention (NASP 1, 4)
- Development of a comprehensive understanding of problems associated with the social-emotional development of exceptional children and youth (NASP 4)

IDEA OBJECTIVES

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

IDEA COURSE EVALUATION LINK FOR STUDENTS

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation, go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

LIVETEXT

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

SYLLABUS ADDENDUM LINK

www.luc.edu/education/syllabus-addendum/

This link directs you to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting, and electronic communication policies and guidelines*. Please read each policy carefully.

This link will also bring you to the full text of the conceptual framework that guides the work of the School of Education – **Social Action through Education**. Aligned with the School of Education’s conceptual framework, CIEP 485 maintains a focus on social action through education via its core assignments and its explicit focus on seeing students and families within context, including psychological, developmental, and cultural contexts.

DIVERSITY

In concert with the mission statement for the SOE, faculty, academic activities, and learning environments will be sensitive to, and driven by, individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in this course through discussions and presentations related to problem solving; non-biased assessment; and evidence-based, culturally responsive interventions.

DISPOSITIONS

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn.** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in the student handbook and LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

REQUIRED READINGS & MATERIALS

- Dombrowski, S.C. (2015). *Psychoeducational assessment and report writing*. New York, NY: Springer. ISBN: 978-1-4939-1910-9
- McConaughy, S.H. (2013). *Clinical interviews for children and adolescents: Assessment to intervention* (2nd ed.). New York: NY: Guilford Press. ISBN: 978-1-4625-0841-9
- Whitcomb, S.A., & Merrell, K.W. (2013). *Behavioral, social, and emotional assessment of children and adolescents* (4th ed.). New York, NY: Routledge. ISBN: 978-0-415-88460-0
- MHS account

Additional readings will be assigned by the instructor and posted on Sakai or distributed in class.

RECOMMENDED READINGS

- AERA, APA, NCME. (2014). *Standards for educational and psychological testing* (2014 edition). Washington, DC: Author.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: American Psychiatric Association.
- Center on the Social and Emotional Foundations for Early Learning: csefel.vanderbilt.edu
- Collaborative for Academic, Social, and Emotional Learning: casel.org
- Sattler, J.M. (2014). *Assessment of children: Behavioral, social, and clinical foundations* (6th ed.). San Diego, CA: Jerome M. Sattler, Publisher, Inc. [including resource guide] ISBN: 978-0-9702671-2-2

METHODS OF INSTRUCTION

This course will consist of lectures, group discussions, group activities, and student presentations. Students are expected to have read the assigned materials before class to ensure questions and concerns may be addressed during the class period.

PEOPLE-FIRST LANGUAGE

Students and the instructor will use people-first language in all communication (see section 3.15 of the Publication Manual of the American Psychological Association).

COPYRIGHT POLICY

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs and other creative materials. The Copyright Act requires that people who use or reference the work of others must follow a set of guidelines designed to protect authors' rights. Unfortunately, copyright law is complex and too often incomprehensible; that does not, however, excuse users from following the rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research) that are copyright protected and (2) that any research or creative work should be cited in alignment with APA standards. For Loyola University Chicago's copyright resources, please access: www.luc.edu/copyright/index.shtml.

TEST SECURITY AND RESPONSIBILITY

Many of the testing materials (e.g., manuals, protocols, scoring templates, kits, etc.) utilized in this course are secure tests – sharing the materials or allowing others (e.g., friends, relatives, or co-workers who are not in/have not taken this course) to look at, play with, or examine materials violates test security and is a breach of ethical and professional standards. You are responsible for any damage, loss, or theft that occurs while test materials are signed out to you. As necessary, follow procedures for checking out test kits from the library. Each time you check out a test kit, you should ensure all necessary items are present and intact. Please notify me immediately if you find any piece missing from a test kit. Failure to do so will result in you being charged for the missing item or for the purchase of an entirely new test kit.

PLAGIARISM

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

“Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one’s own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else’s unpublished work, either with or without permission.”

If you have additional questions, I highly recommend the following interactive tutorial about what is and what is not plagiarism at <http://www.indiana.edu/~istd/>. In addition, I reserve the right to use the TurnItIn program (http://turnitin.com/en_us/support/help-center) for any written assignment.

CLASS COMMUNICATION

Sakai will be the main method of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their Loyola account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account.

COURSE REQUIREMENTS & EVALUATION PROCEDURES

Without exception, assignments must be completed on time and submitted by the times and dates indicated on the course schedule below. Ten percent of the total points possible will be deducted for each day past the due date/time.

All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition.

Course Requirement/Assignment	Individual/Group	Due Date	Points Possible	Submission
Professional Behavior & Communication	Individual	Ongoing	5	N/A
Assessment Applications	Individual/Group	Ongoing	15	In Class
Instrument Inventory	Individual	9/15	10	Sakai
Clinical Interview	Individual	10/13	20	Sakai or LUC Box
Instrument Critique	Group	11/10	20	Sakai and In Class
Integrated Case Report	Individual	12/8	30	Sakai and In Class
Total Points Possible			100	

1. Professional Behavior and Communication. To foster learning and to encourage professional behavior, attendance at each class session is expected, and students are expected to arrive on time and stay until the end of class. If students choose to share notes with others who have been absent, that is a personal decision, but sharing notes does not take the place of class attendance. Absence from class, whether excused or unexcused, prevents you from participating in the discussion and activities designed to impart both content and skill. As there is no way to recreate the learning that occurs during class, lack of attendance will have an impact on your final course grade. Attendance will be taken at the start of each class session. No make-up work will be given for absences.

Although we may occasionally use computers for in-class activities, laptops can be a distraction to others (and yourself). I ask that unless you are actively taking notes for the class session, please put your laptop away in class in order to be an active participant. If I notice you are using your laptop for non-class activities during class time, I will ask you to stop bringing it to class. In addition, it is expected that students treat class members with respect, be considerate and limit actions that others may find distracting (talking, cell phone use, etc.), and bring all necessary materials to every class.

2. Assessment Applications. Students will complete assessment activities related to scoring and interpretation in class throughout the semester.

3. Instrument Inventory. Each student will complete a detailed inventory of the instruments available for use at his/her practicum site for the assessment of child and adolescent social and emotional functioning.

4. Clinical Interview. Each student will conduct a video-recorded clinical interview of a child (8-11) or adolescent (12-18) outside of his/her practicum site. The interview will be completed using an approved interview protocol. Each student will submit a video-recording, transcript, analysis, and write-up of the interview. A rubric will be provided.

NOTE: You must have written parent consent prior to beginning any assessment (this will be posted on Sakai).

5. Instrument Critique. In pairs, students will prepare a written critique of a rating scale within an

assigned domain and also present their findings in a brief presentation. A rubric will be provided.

6. Integrated Case Report. Each student will assess a child (8-11) or adolescent (12-18) outside of his/her practicum site, write an integrated report summarizing all measures, and provide a diagnostic impression utilizing DSM-5 and IDEIA criteria. Students will submit all scored assessment measures. A rubric will be provided.

NOTE: You must have written parent consent prior to beginning any assessment (this will be posted on Sakai).

As needed, scoring rubrics and guidelines for assignments will be posted on Sakai.

Final course grades will be assigned as follows:

Total Points Earned	%	Grade
93-100	93-100	A
90-92	90-92	A-
87-89	87-89	B+
83-86	83-86	B
80-82	80-82	B-
77-79	77-79	C+
73-76	73-76	C
70-72	70-72	C-
67-69	67-69	D+
60-66	60-66	D
<60	<60	F

FINAL NOTE . . .

Your role in this course is to come to class prepared to actively discuss the readings and participate in class. I am here to help you in any reasonable way I can. I encourage you to make an appointment with me sooner, rather than later, if you are having difficulty with the course material. I am more than happy to meet with you at a mutually agreeable time. The best way to reach me is through email.

COURSE SCHEDULE

Course schedule is tentative and subject to change. Changes will be announced.

Date	Topics	Readings & Assignments
9/1	Course Overview	Syllabus
FOUNDATIONS		
9/8	Foundations of Assessment Assessment and Classification Social-Emotional Assessment and Cultural Diversity	Whitcomb & Merrell: 1, 2, 3 Dombrowski: 1, 2, 17
9/15	Direct Behavioral Observation Report Writing	Whitcomb & Merrell: 4 Dombrowski: 4, 5, 6, 7, 8, 9, 10, 19 DUE: Instrument Inventory
INTERVIEWING		
9/22	Interviewing Techniques I	Whitcomb & Merrell: 6 Dombrowski: 3
9/29	Interviewing Techniques II	McConaughy: 1, 2, 3, 4, 5
10/6	Interviewing Techniques III	McConaughy: 6, 7, 8
RATING SCALES		
10/13	Behavior Rating Scales Self-Report Assessment	Whitcomb & Merrell: 5, 8 Journal Readings DUE: Clinical Interview
10/20	ADHD & Disruptive Behaviors	Whitcomb & Merrell: 10 Dombrowski: 15 Journal Readings
10/27	Clinical Interview Feedback	Attend Scheduled Meeting
11/3	Depression & Anxiety	Whitcomb & Merrell: 11 Dombrowski: 13 Journal Readings

11/10	Autism	Whitcomb & Merrell: 12 Dombrowski: 12 Journal Readings DUE: Instrument Critique
ADDITIONAL ASSESSMENT TECHNIQUES		
11/17	Sociometric Techniques	Whitcomb & Merrell: 7 Journal Readings
11/24	Thanksgiving Break	No Class Session
12/1	Projective-Expressive Assessment Techniques	Whitcomb & Merrell: 9 Journal Readings
12/8	Assessing Social Skills and Social-Emotional Strengths	Whitcomb & Merrell: 13 Journal Readings DUE: Integrated Case Report