

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**PREVENTION, ASSESSMENT, AND INTERVENTION: SOCIAL EMOTIONAL
CIEP 485-001
FALL 2018**

Instructor: Amy Nelson Christensen, PhD
Phone: (312) 915-6854
Email: anelsonchristensen@luc.edu
Office Hours: by appointment

Graduate Assistant: Melissa Bravo
Phone: (773) 387-1446
Email: mbravo1@luc.edu
Office Hours: by appointment

Time: Thursdays, 1-3:30pm

Location: Corboy Law Center, room 305

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. Upon successful completion of the course, students should expect to have mastered the following:

- Acquire knowledge and entry level competency with basic techniques and instruments associated with child and adolescent social-emotional assessment.
- 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.
- Demonstrate proficiency in selecting evidenced-based assessment techniques and instruments in evaluating children and adolescents with regard to social-emotional assessment.
- Obtain familiarity with diagnostic categories such as the Diagnostic and Statistical Manual (DSM- 5) and Individuals with Disabilities Education Improvement Act (IDEIA, 2004).
- Administer, score, and interpret a variety of social-emotional instruments for use with children and adolescents.

- Develop and deepen report-writing skills with regard to integration of assessment information.
- Identify cultural, linguistic, and individual differences as they pertain to social-emotional assessment in children and adolescents.
- Recognize legal and ethical considerations pertinent to the standards of practice in assessment.

METHOD OF INSTRUCTION: This course will consist of mainly group discussions, group activities, and student presentations, with some lectures from time to time. Students are expected to have read the assigned readings so they are prepared to apply the material in class activities.

ESSENTIAL COURSE OBJECTIVES:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Developing skill in expressing oneself orally or in writing

This course also aligns with NASP and APA Standards as follows:

- 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)
- Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy. (APA 2)
- Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. (APA 9)

COMMUNICATION: Email and Sakai will be the primary methods of communication with students enrolled in this course besides face-to-face time in class. 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 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. Emails will only be sent to Loyola email accounts.

ENGAGEMENT: Students are responsible for completing the assigned readings each week, completing assignments on time, attending class, and participating in maintaining a welcoming classroom climate. Students will be asked to provide input at the beginning of the semester on norms for the class meetings that will guide our responsibility to each other when having dialogue or completing group work. Further, attendance at each class session is expected, and students are expected to arrive on time and stay until the end of class. Attendance will be taken at the start of each class session. No make-up work will be given for absences. Laptops or other mobile computer devices can be a distraction to others (and yourself). I ask that unless you are actively taking notes for the class session, please put your device 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.

DISPOSITIONS: Professionalism, Inquiry, and Social justice are indicators of growth for different levels in the program. Dispositions will be assessed through LiveText and are not factored into your grade. Refer to the Dispositions rubric in Live Text for information about those assessed in RMTD 400.

TECHNOLOGY: Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail and Sakai, and downloading Microsoft Word and Acrobat Reader files. In terms of performing article searches, it is helpful to have had experience; however, resource librarians are usually more than happy to assist students in navigating library resources.

SPECIAL NEEDS & ACCOMMODATIONS: If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the Student Accessibility Center to ensure your needs are being met at Loyola standards.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK: The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity. *Social Action through Education* is addressed within this course. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery,

development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioners. The framework components fulfilled by this course are:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Here is the link to the LUC SOE Conceptual Framework: www.luc.edu/education/mission/.

DIVERSITY: In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

PEOPLE-FIRST LANGUAGE: Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child on the Autism spectrum, instead of “Autistic kid.” See section 3.15 of the Publication Manual of the American Psychological Association for further clarification or the National Inclusion Project for great resources.

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.

REQUIRED READINGS: In addition to articles posted on Sakai, students are expected to obtain the three texts for the course.

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

RECOMMENDED SOURCES:

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, The Pyramid Model: csefel.vanderbilt.edu

Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL Competencies: www.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

EVALUATION & GRADING PROCEDURES: Students will be graded based on their performance on assignments and classroom activities. When completing assignments please note the following:

- Work will only be accepted via Sakai. Work submitted via email or in person will not be accepted.
- All work must be completed on time and submitted via Sakai on the dates noted. Ten percent of the total points possible will be deducted for each day past the due date. It is the student's responsibility to discuss extensions for due dates ahead of time.
- All components must be typewritten, double-spaced, 12-pt font, and conform to the writing style and formats specified in the *Publication Manual of the American Psychological Association*, 6th edition.

Assessment Instruments Inventory
DUE 9/13/18 by 1pm

Each student will complete a detailed inventory of the instruments available for use at their practicum site for the assessment of child and adolescent social and emotional functioning. You will be asked to submit an inventory list that includes the name of the assessment (with

abbreviation), the type of assessment (rating scale, test kit), how it is administered (online or in person), and date of publication. You then must provide a summary of which assessments are most frequently used, which are not used often, and a rationale for why the site chooses to use and/or not use certain assessments.

Clinical Interview
DUE 10/11/18 by 1pm

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, copy of the interview protocol used, and a write-up of the interview. NOTE: You must have written parent consent prior to beginning any assessment (this will be posted on Sakai). The assignment will be graded on the following components:

Interview

confidentiality and limits of confidentiality were disclosed; comprehensive coverage of interview sections; introduction; rapport, micro-skills, listening skills, and pace; questioning techniques; probing; nonjudgmental; note-taking

Transcript

transcript provided; analysis; write-up content; professionalism; writing style

Write-Up

behavioral observations (setting and context, brief physical description, characteristics observed during interview); domains (school, interests, friends, projective question, mental status exam); unique themes noted (such as significant loss or trauma, medical condition); working impression; reflection of your interviewing experience

Instrument Critique
DUE 11/8/18 by 1pm

In pairs, students will prepare a written critique of a rating scale within a CIEP 485 assigned domain and present their findings in a brief presentation. The purpose of this critique is to provide additional information to your colleagues in understanding whether, when, and how to use an interpret the instrument you review. The final product will be a comprehensive and user-friendly handout that incorporates the following components:

Introduction

test title, publisher, publication date; materials; cost; target client populations, including age range and areas of concern; recommended uses/purposes

Psychometric Properties

norms; reliability; validity; special issues/other research

Test Administration

procedures for administering test(s); recording responses; scoring responses

Test Interpretation

theoretical foundation; types of scores; score meaning/interpretation

Test Uses/Abuses/Evaluation

recommended uses; uses to avoid; your evaluation of strengths & weaknesses; additional resources, such as websites or articles

Incorporates Scholarly Citations

in-text citations; complete reference list with at least 5 scholarly sources (excluding the test manual)

Integrated Case Report

DUE 12/6/18 by 1pm

You are to make arrangements to conduct a video-recorded affective/behavioral/personality assessment (psychological) assessment for a child or adolescent (8-18 years of age) outside of your practicum site and write an integrated report summarizing all measures. You will also be expected to provide a diagnostic impression utilizing DSM-5 and IDEIA criteria at the end of the report. Students will submit all scored assessment measures. You are to conduct the following to be included in the report:

Clinical Interviews (both parents and child)

Observations

Clinical observation during one-on-one assessment

Projective Techniques (optional but highly recommended)

Sentence Completion, Draw-a-Person, Kinetic Family Drawing, House-Tree-Person, Roberts Apperception Test for Children-2, TAT, CAT

Broadband Rating Scales (pick one for both parents and child)

BASC-3, Conners-3, Conners CBRS, Achenbach CBCL

Narrowband Rating Scales or Self-Concept Scales (include at least two)

Child Depression Inventory (CDI-2), Reynold's Child/Adolescent Depression Scale, Multidimensional Anxiety Scale for Children (MASC-2), Revised Children's Manifest Anxiety Scale-2 (RCMAS-2), Piers-Harris Children's Self-Concept Scale-2, Social Skills Improvement System (SSIS), or others available through MHS that have been approved by the instructor

Your assessment decisions should be driven by the referral concern and should also inform recommendations and future intervention(s). You may conduct this assessment with the child or adolescent who completed the clinical interview. For rating scales, you must use the long form and not the short forms where applicable. You may also use both electronic or hard copies of rating scales to meet the needs of the child and family. NOTE: You must have written parent consent prior to beginning any assessment (this will be posted on Sakai).

Grades will be assigned based on your collective performance on graded assignments, including engagement. Rubrics will be provided for all assignments to review before submitting your work. The components of one's grade are as follows:

Assignment	Points Possible
Assessment Instrument Inventory	100
Clinical Interview	100
Instrument Critique	100
Integrated Case Report	100
Engagement	100

Grades will be given using the following scale:

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

Course Outline

(This outline is subject to change to accommodate extenuating circumstances. Students will be notified in advance if any changes to this outline are made.)

Date	Topics	Readings	Assignments
8/30/18	Introduction & Norm Setting	<ul style="list-style-type: none"> • Syllabus • Sakai site 	<i>Come prepared to introduce yourself to the class</i>
9/6/18	Foundations of Assessment ; Assessment & Classification; Social-Emotional Assessment and Cultural Diversity	<ul style="list-style-type: none"> • Whitcomb & Merrell: Chps. 1-3 • Dombrowski: Chps. 1, 2, 17 	
9/13/18	Direct Behavioral Observation; Report Writing	<ul style="list-style-type: none"> • Whitcomb & Merrell: Chp. 4 • Dombrowski: Chps. 4-10, & 19 	<i>Instrument Inventory due 9/13 before class</i>
9/20/18	Interviewing Techniques I	<ul style="list-style-type: none"> • Whitcomb & Merrell: Chp. 6 • Dombrowski: Chp. 3 	
9/27/18	Interviewing Techniques II	<ul style="list-style-type: none"> • McConaughy: Chps. 1-5 	
10/4/18	Interviewing Techniques III	<ul style="list-style-type: none"> • McConaughy: Chps. 6-8 	
10/11/18	Behavior Rating Scales; Self-Report Assessment	<ul style="list-style-type: none"> • Whitcomb & Merrell: Chps. 5 & 8 	<i>Clinical Interview due 10/11 before class</i>
10/18/18	ADHD & Disruptive Behaviors	<ul style="list-style-type: none"> • Whitcomb & Merrell: Chp. 10 • Dombrowski: Chp. 15 	
10/25/18	Clinical Interview Feedback meetings (students will make appointment with instructor this week)		
11/1/18	Depression; Anxiety	<ul style="list-style-type: none"> • Whitcomb & Merrell: Chp. 11 • Dombrowski: Chp. 13 	
11/8/18	Autism	<ul style="list-style-type: none"> • Whitcomb & Merrell: Chp. 12 • Dombrowski: Chp. 12 	<i>Instrument Critique due 11/8 before class</i>
11/15/18	Sociometric Techniques	<ul style="list-style-type: none"> • Whitcomb & Merrell: Chp. 7 	
11/22/18	Thanksgiving Break		
11/29/18	Projective-Expressive Assessment Techniques	<ul style="list-style-type: none"> • Whitcomb & Merrell: Chp. 9 	
12/6/18	Assessing Social Skills and Social Emotional Strengths	<ul style="list-style-type: none"> • Whitcomb & Merrell: Chp. 13 	<i>Integrated Case Report due 12/6 before class</i>

Loyola University Chicago
School of Education
Syllabus Addendum

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.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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.

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 students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.