

FORDHAM UNIVERSITY LINCOLN CENTER

GRADUATE SCHOOL OF EDUCATION DIVISION OF PSYCHOLOGICAL AND EDUCATIONAL SERVICES

SYLLABUS

Integration of Assessment Techniques
PSGE 7429

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COURSE NAME:

Integration of Assessment Techniques

COURSE NUMBER:

PSGE 7429

COURSE CREDITS:

3 Credits

COURSE DESCRIPTION:

This course provides students with opportunities to assess and diagnose individuals who have been referred for developmental and/or psychoeducational difficulties including individuals from culturally and linguistically diverse backgrounds. Students also will receive instruction in the development of effective psychoeducational interventions. Some students will work directly with at least two clients under close supervision of staff members of the School Consultation and Early Childhood Centers (Centers). Other students will work at an approved agency that provides psychoeducational assessment services. Class sessions will meet regularly where we will discuss a variety of topics included in the required reading materials. Details regarding other characteristics of the course and the Centers will be provided during class sessions including student and supervisor evaluations and successful completion of the course.

PSGE 7429 is an advanced course. All students are expected to have completed the prerequisite courses. Students will be assisting real clients and are expected to conduct themselves ethically and professionally. They also are expected to spend as much time and energy with each client as is necessary. Confidentiality of clients is to be maintained at all times.

COURSE OBJECTIVES:

1. To learn how to select assessment instruments/methods to use with individuals based on the reason for referral.
2. To acquire proficiency in the administration, scoring, and interpretation of a number of assessment instruments including those used to assess cognitive, achievement, behavioral, neuropsychological, and personality functioning.
3. To integrate data from multiple sources (e.g., parents, teachers, clients) and multiple methods (e.g., standardized tests, CBA, interviews, observations) in order to make an accurate diagnosis.
4. To gain experience in writing comprehensive psychoeducational reports.
5. To use assessment data to make appropriate recommendations and to develop effective interventions.

COURSE REQUIREMENTS:

1. A case presentation. 35%
2. In-Class Midterm Examination. 35%
3. Completion of at least two psychoeducational reports that demonstrate the student has reached a minimum level of competency in the integration of assessment techniques. Supervisor evaluations of their students' work will be used as the primary source of evidence that the student has achieved minimum competency. ***Interpretation of these evaluations as well as the final course grade will be made solely by the course instructor. Supervisors do not render grades for the course.*** 30%

REQUIRED TEXTS:

- A) Flanagan, D. P., & Ortiz, S. (2001). *Essentials of cross-battery assessment*. New York: Wiley.
- B) Flanagan, D. P., Ortiz, S., Alfonso, V. C., & Mascolo, J. T. (2002). *The achievement test desk reference (ATDR): Comprehensive assessment and learning disabilities*. Boston: Allyn & Bacon.
- C) Gordon, M., & Keiser, S. (2000). *Accommodations in higher education under the Americans with Disabilities Act (ADA)*. New York: Guilford.
- D) Mather, N., & Jaffe, L. E. (2002). *Woodcock-Johnson III reports, recommendations, and strategies*. New York: Wiley.
- E) Mather, N., Wendling, B. J., & Woodcock, R. W. (2001). *Essentials of WJ III tests of achievement assessment*. New York: Wiley.
- F) Swanson, H. L., Smith, K. R., & Graham, S. (Eds.) (2003). *Handbook of learning disabilities*. New York: Guilford.
- G) Handout Pak available on ERes.
- H) All students are required to join the CHC Listserv via the IAP website located at www.iapsych.com. To join the listserv, choose the CHC listserv link and follow the instructions.

RECOMMENDED TEXTS:

- 1) Cappon, R. (2003). *The Associated Press guide to punctuation*. New York: Basic Books.
- 2) Goldstein, N. (Ed.). (2004). *The Associated Press stylebook and briefing on media law* (2nd ed.). New York: Basic Books.
- 3) Kamphaus, R. W., & Frick, P. J. (2002). *Clinical assessment of child and adolescent personality and behavior* (2nd ed.). Boston: Allyn & Bacon.
- 4) Schrank, F. A., & Flanagan, D. P. (2003). *WJ III clinical use and interpretation: Scientist-practitioner perspectives*. San Diego: Academic Press.
- 5) Strunk, W. Jr., & White, E. B. (2000). *The elements of style* (4th ed.). Needham Heights, MA: Allyn & Bacon.
- 6) Zuckerman, E. L. (2000). *Clinician's thesaurus* (5th ed.). New York: Guilford.

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
P R A C T I C A L I S S U E S		
09/14	The Assessment Process Assessment of Ability Functioning	B) Chpts. 2-3 D) Section 1
09/21	Assessment of Ability Functioning (cont) Discrepancies	E) Complete Book G) Handouts
09/28	Discrepancies (cont) Subtest and Profile Analysis Scoring Programs	C) Chpts. 1,3, 5-6 G) Handouts
10/05	Assessment of Behavior & Social/Emot. Funct.	G) Handouts
10/12	Cross-Battery Approach Consistency Model Report Writing	A) Complete Book B) Chpts. 12-14
T H E O R E T I C A L I S S U E S		
10/19	Learning Disabilities or Learning Problems? Consistency Model (continued)	B) Chpt. 11 F) Chpts. 1-3, 32
10/26	M I D T E R M E X A M	
11/02	E L E C T I O N D A Y - U N I V E R S I T Y C L O S E D	
11/05	Reading Disability: Recommendations/Interventions	F) Chpts. 8-10
11/09	Reading Disability (continued)	F) Chpts. 15, 31
11/16	Writing and Oral Language Disabilities: Recommendations/Interventions	F) Chpts. 13, 16
11/23 12	Math Disability: Recommendations/Interventions Future of LD	F) Chpts. 11-
11/30	C A S E P R E S E N T A T I O N S	
12/07	C A S E P R E S E N T A T I O N S	
12/14	C A S E P R E S E N T A T I O N S	
12/21	C A S E P R E S E N T A T I O N S	