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George Mason University
College of Education and Human Development
School Psychology Program
Cognitive Assessment Practicum
SPSY 750-DL1, 3 credits
Spring 2023
Online Synchronous/Tuesday 10:00-12:40

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Instructor: Nicole Beadles, PhD, NCSP
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Office Hours: Wed 4-5pm or by appointment

Prerequisites
SPSY 709

Catalog Description
Semester-long practicum experience in cognitive assessment, to develop and refine psychological assessment skills. Requires weekly seminar. Provides experience in individual cognitive assessments of children referred to the GMU Cognitive Assessment Program under direct supervision of a licensed psychologist. Includes interviewing, testing, scoring, report writing, and communicating results. Requires group and individual supervision Notes: Open only to school psychology MA students.

Course Delivery Method
This course will be delivered synchronously online in practicum and seminar format. Students are expected to complete five intellectual assessments in the training clinic and attend weekly seminar for group supervision. Individual supervision is also required. A minimum of 25 hours of practicum is required.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Objectives

The goal of this course is to prepare graduate students in school psychology to conduct, interpret, and report assessments of cognitive functioning in children and adolescents.

Students will attain the goal by demonstrating competence in the following objectives:
1. Conduct diagnostic interviews with parents and school-aged children
2. Enhance proficiency in administration, scoring, and interpretation of individual cognitive assessments.
3. Complete training on iPad administration and scoring of cognitive test.
4. Accurately administer and score cognitive test via iPad.
5. Prepare written psychological reports that accurately communicate relevant results of cognitive assessment to parents and school professionals
6. Communicate results of individual cognitive assessments to parents accurately and professionally in feedback sessions
7. Interact with all clients in a manner that is consistent with standards of practice and professional ethics

Professional Standards

This course contributes to the development of knowledge and skills in the following National Association of School Psychologists (NASP) professional standards:
Domain 1: Data Based Decision Making
Domain 7: Family, School and Community Collaboration
Domain 10: Legal, Ethical and Professional practice

Recommended Texts

Flanagan, D. P., & McDonough, E. M. (Eds.). (2022). *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed.). Guilford.

Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V assessment.* Wiley.

Roid, G. H., & Barram, R. A. (2004). *Essentials of Stanford Binet Intelligence Scales (SB5) assessment.* Wiley.

Sattler, J. M. (2018). *Assessment of children: Cognitive foundations* (6th Ed.). Jerome M. Sattler Publisher.

Schneider, W. J., Lichtenberger, E. O., Mather, N., & Kaufman, N. (2018). *Essentials of assessment report writing* (2nd ed.). Wiley.

Resources for writing mechanics
American Psychiatric Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000
Strunk, W., & White, E. B. (1999). *The elements of style* (4th Ed.). Longman.
http://www.grammarbook.com/
https://owl.purdue.edu/owl/purdue_owl.html

Course Performance Evaluation
Students are required to complete a total of five cognitive assessments, prepare written reports for the assessments, and provide feedback to parents regarding the results. In most cases, the referral question for the assessment is the child's eligibility for admission to Advanced Academic Program (AAP) placement in a local school district. Cognitive assessment will be conducted with paper/pencil as well as in digital administration format. Students will complete training (through online videos as well as direct training from the course instructor) in order to administer a WISC-V via an iPad.

Students are assigned cases directly from the GMU Cognitive Assessment Center. Work on all cases must be conducted under direct supervision of the psychologist who is assigned to work with the student, and students are responsible for coordinating consultation with the supervisor. In addition, students are expected to participate in seminar for group supervision as scheduled by the instructors. Supervisors will observe the student give feedback to the parents for the first case.

Students are expected to submit all assignments on time in the manner outlined by the instructor.

Grading
A final grade for the course is derived from performance of the assigned activities. The following factors are weighted in determining a grade:

Item	Points	Percent of grade
Quality of written reports for five cognitive assessments * (100 pts each)	500	50%
Accuracy of test administration and scoring of five assessments** (10 pts each)	50	10%
Quality of professional interactions with clients (i.e., interview with child, parent, feedback session with parent, etc.)	10	10%
Professional interaction with your supervisor (timely communication & report draft submission)	10	10%
Contribution to group supervision/class participation.	10	10%
Adherence to ethics, standards of practice and policies of the GMU Cognitive Assessment Program	10	10%
Total	550	100%

*Quality of written reports is determined by the supervisor based on the attached scoring rubric. Multiple drafts are typically required on the first several cases before a supervisor approves the final

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report. For the first three reports, the grade is based on the final report submitted to the supervisor; for the last two reports, the first draft submitted for review is graded.

** Supervisors will use judgement when considering administration and scoring errors. It is expected that errors will happen, particularly on the first few assessments. Generally, errors in querying, assigning 1 or 2 pts to responses, summing points, etc. are 1 pt each. A more substantial, impactful error (e.g., incorrectly calculating DOB, not reaching a ceiling, administering wrong SS/CD booklet) is 3 pts.

Be aware that violations of ethical principles may result in dismissal from the course, and violations of program policies may result in sanctions or other disciplinary action.

Timely completion of assessments, written reports, and feedback meetings is essential to fulfill requirements of the course. Students must complete and submit all final reports in order to receive a grade for the course. If extenuating circumstances preclude a student from completing all five cases by the end of the course, the student may request a grade of "in progress." The student is responsible for initiating the request in writing to the instructor before the end of the semester, and the request should include a rationale for why the extension is needed. Approval of such requests is at the discretion of the instructor.

Generally, students must complete their case entirely (have parent feedback) prior to taking their next case. Towards the end of the semester as students' skills become more automatic, there may be overlap among cases, but this is at the discretion of the supervisor and faculty instructor.

Numerical grades are converted to letter grades at the end of the course.

Grading Scale: (Please note: A course grade less than B- requires that you retake the course. A grade of "F" does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

A = 93-100%
A- = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C = 70-79%
F = below 70%

Professional Dispositions

Students are expected to conduct themselves in accordance with relevant laws, standards of professional practice, ethical principles of psychologists, and policies of the university, college, division, GMU Cognitive Assessment Program, and the GMU Center for Psychological Services. Students who have questions about these expectations should consult with the instructor, clinical supervisor, or program director.
See also https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Week	Date	Topic
#1	1/24	Syllabus, overview of course, CAP overview with Megan
#2	1/31	Field trip to CAP for procedures and processes
#3	2/7	No class – NASP conference ==To do:== review parent interview document and parent interview recording on Bb, review CAP templates on Bb Case assignments
#4	2/14	Conducting interviews with parents and children, testing considerations, test administration issues continue case assignments
#5	2/21	Administration and scoring issues, Report writing, feedback guidance ==To do this week:== watch Pearson Qinteractive training videos about using Qinteractive, using the Assess app, and how to complete WISC administration on iPad; bring questions to next class
#6	2/28	Qinteractive training Q&A, Interpretive/feedback guidance, supervision/case consultation ==To do this week:== check out iPads for practice administration in CAP
#7	3/7	iPad Q&A, Supervision/Case consultation
#8	3/14	No class – spring break
#9	3/21	Supervision/Case consultation
#10	3/28	No class - continue individual supervision, testing and report writing
#11	4/4	No class - continue individual supervision, testing and report writing
#12	4/11	Supervision/Case consultation
#13	4/18	No class - continue individual supervision, testing and report writing

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#14	4/25	No class - continue individual supervision, testing and report writing
#15	5/3	Wrap up, final questions, etc.

If seminar needs to be canceled, an email will be sent to students. Remember that a significant portion of time is spent in supervision with your supervisor outside of these scheduled classes. You are responsible for initiating supervision with your supervisor.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments . Questions or concerns regarding use of Blackboard

should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

Rubric for Scoring Reports for SPSY 750

AREA	CONTENTS	NOTES
Clarity of Writing 10 pts.	Report includes no grammar, syntax or punctuation errors; Paragraphs are well organized with topic sentence; No professional jargon or "buzz" words; no slang terms unless used by client and these are presented in quotes.	Check for consistent use of present, past and future verb tense and use of pronouns; run spellcheck and grammar check on your final version; Search and destroy your "buzz" words.
Identifying Information 5 pts.	Accurate, properly formatted, complete	Double check data, esp. birthdates and age
Reason for Referral 5 pts	Who is referring? What are the specific questions for which answers are sought?	Can be short section.
Assessment Techniques 5 pts	Complete; May be presented alphabetically or grouped by type; please italicize titles	Include test acronyms, (e.g. *WISC-V*) following formal & complete name; italicize titles. Don't forget record review if included
Background Information 15 pts	Family constellation, Developmental/medical, social, and educational history. Include summary of results from previous evaluations, diagnoses, and medications.	Be alert to include information relevant to the referral question and/or the test findings & recommendations; be sure to attribute source of information.
Observations 15 pts	Specifically describe (rather than label) behaviors you observed which could be relevant to the results reported.	Include your assessment of the validity of results and reasons for your judgment (this can be in a separate short section if you wish)
Test Results 25 pts	Appropriate explanations, logical connections made.	FSIQ includes confidence interval; Use of GAI when appropriate; Index and subtests are described accurately; Double check scores transcribed from appendix for accuracy.
Summary and Conclusions 10 pts	Succinct but complete, provides a brief summary from the findings, Does not repeat individual test results	This highlights the take-home points of the assessment. Be brief and to the point. Note: Some readers look only at the summary and recommendation sections.
Recommendations 5 pts	Standard recommendation is made using CAP template	This is a short sentence and should not vary for CAP cases.
Score Appendix 5 pts	Accurate, well-organized, complete. Includes descriptions of the tests used and key for scores presented (e.g. SS have a mean of 100 and sd of 15)	Double check for accuracy of scores and transcription from protocols/iPad.

Each report is worth 100 pts (10% of your grade). Five reports = 500 pts, or 50% of your grade.