

COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
FALL SEMESTER 2009

PSY 8140

Emerging Technologies for Intervention Based Assessment
1 SEMESTER HOUR

REQUIRED TEXTBOOK(S)

Readings and activities as assigned by the course instructor on the Internet (an example follows). Additional readings will be added in class.

<http://www.teachers.net/mentors/bcl/>

COURSE DESCRIPTION

Prerequisite: A previous graduate assessment course and permission of instructor; Includes technological advances that augment both traditional as well as more recent assessment devices. Examines alternative assessment methodologies for individual and family intervention-based program. (CRN:50318)

PROGRAM OUTCOMES (NASP Standards) AND SPECIFIC COURSE OBJECTIVES

2.4 School psychologists have knowledge of human development processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.10 School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

2.11 School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Computer-Based WebSite/Software project: This project will be explained in detail during the first class (October 10th) and may involve the construction and/or use of a wiki.
2. **NASP Standards:** Students shall write one multiple choice questions on each of ten assigned NASP standards. This assignment, due by **5:00 p.m., November 21st**, will be graded as pass/fail and will account for **10 percent** of a student's grade.
3. Computer-Based and Portfolio assessment projects:
PORTFOLIO JUDGING (15 percent of your grade per Portfolio). The portfolio project will account for **30 percent** of your grade (10 percent for each portfolio evaluation). A Livetext template will be designed to evaluate each portfolio and will be listed under the assessment section of LiveText. All three assessments are due by **December 7th and should be available by November 18th**.
4. The final assigned software usage will consist of the remaining projects listed below and make up **40 percent** of the student's grade. These projects will be turned in at the completed following the last class session on **November 7th** from 9 am to 3:30 pm. Course objectives listed above will be assessed by the final exam and by the project materials that are listed below:
 - a.) Students shall complete one functional behavior assessments delivered in class, **November 7th**, using the AGS software package and be prepared to discuss the process on November 7th in the afternoon (**10 percent** of your grade).

- b.) Students will complete one behavioral observation delivered in class **November 7th**, using the AGS software package and be prepared to discuss the process on **November 7th** in the early afternoon (**10 percent** of your grade).
- c.) Students may complete one excel/database project delivered in class, **November 7th**, using the Microsoft software and be prepared to discuss the process on **November 7th** in the afternoon (**10 percent** of your grade).
- d.) Students will complete one philosophy statement delivered in class **October 10th**, using the VSU Portfolio system and be prepared to discuss the process that afternoon (**10 percent** of your grade).

5. Final Exam: An On-line WebCT test will be available by noon on **November 24th** scheduled for completion by December 7th (**12:00 p.m.**) to be made available for an additional 10 hours in a second attempt two days after initial availability. The exam, covering the “NASP and RTI handouts” is considered to be the final exam and consist of multiple choice questions over the material from the NASP questions, readings and class materials (**10 percent** of your grade).

REQUIREMENTS TABLE: Fall 2009 PSYC 8140			
Item			Percentages (Grade Calculation)
1	Requirement	Due Date	
	WebSite/Software Rating One	10/10/2008	5 percent
	WebSite/Software Rating Two	10/10/2008	5 percent
	Total Percentage		10 percent
2	NASP Standards Items	November 21st	Total Percentage 10 percent
3	Electronic Portfolio One - DCF0BD82	December 7th	15 percent
	Electronic Portfolio Two – 5ED8008B	December 7th	15 percent
	Total Percentage		30 percent
4	Additional Class Requirements		
	<u>Behavioral Observation Project</u>	November 7th at 5 p.m.	12 percent
	<u>Functional Behavioral Assessment or</u>	November 7th at 5 p.m.	12 percent
	<u>Excel Graphic/DataBase Project</u>	November 7th at 5 p.m.	[may be Omitted]
	Philosophy Statement	October 10th at 5 p.m.	12 percent
Total Percentage		36 percent	
5	Online Final Examination/PostTest November 24th - December 7th		14 percent
Grand Total Percentage			100 percent

COURSE EVALUATION

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Below 60%

COURSE SCHEDULE		
Class	Date	Topic
0		Introductions – Set Schedule
1	10/10/09	First Assignment Given
2		WebSite/Software Ratings Due *
3	11/7/2009	Syllabus – <u>LiveText</u> - <u>Iview</u> – Re-scheduling
4	11/7/2009	Portable Observation
		Functional Behavior Assessment
5	11/18/2009	Portfolio Ratings In place (Due December 7th) *
6		Class/Software Usage Completion
11/24-12/7/2009		Class Summary / Final Exam (Due by 11:59 pm)

***Web-links provided by instructor**

ATTENDANCE POLICY

Students should attend all class sessions and *actively participate* in class discussions, groups, and activities. Attendance will be taken each class session. The university 20% absence policy will be enforced. Allowable absences equal # of class meetings x 20%. You may use your allowable absences in any manner you choose. A physician's excuse is not necessary (except for scheduled exams and lesson presentations) and no absences beyond the 20% will be excused. The student will be responsible for all material covered in class as well as required readings.

INSTRUCTOR

Larry D. Hilgert, Ph.D.	
Office:	Psychology and Counseling Building , Rm. 1
Voice:	(229) 333-5930
Fax:	(229) 259-5576
Email:	lhilgert@valdosta.edu
Office Hours:	Tuesday and Wednesday from 8:30 to 10:30am; Tuesday and Thursday from 2:30 until 5:30 pm, or by <i>appointment</i>

SPECIAL NEEDS STATEMENT

VSU, in accordance with the Americans with Disabilities Act, will make accommodations for students who require special assistance because of a disability. If you require some assistance, do not hesitate to make me aware of your situation, but you must also register with the Special Services Program in Nevins Hall, room 226-A, or call 245-2498.

ED.S. SCHOOL PSYCHOLOGY OBJECTIVES (Outcome Measures)

No.	NASP Objective	Activity	Evaluation
2.1	<p>School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring needs and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.</p>	<p>Electronic Portfolio Statement Class Discussion FBA Project</p>	<p>Exam Project Completion</p>
2.4	<p>School psychologists have knowledge of human development processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<p>Electronic Portfolio Statement Class Discussion FBA Project</p>	<p>Evaluations Exam Project Completion</p>
2.5	<p>School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School</p>	<p>Web CT Discussion Readings</p>	<p>Participation Evaluation / Exam</p>

	psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.		
2.10	School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development .	Class Discussion Required Readings	Exam
2.11	School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	Electronic Portfolio	Completion Rubrics Exams

THE RIGHT TO VARY FROM THIS SYLLABUS IS RESERVED