

Descriptions of Potential Third Year Child Assessment Placements

Belfair: Providing assessment experiences with school age and adolescent clients. Some of these experiences will be through outpatient referrals, while others will be through Belfair's foster care, school-based, residential or autism programs. Students will conduct assessments using cognitive, achievement, personality, trauma-based, and adaptive functioning tests. Placement students work towards writing conceptually integrated reports and provide feedback to clients and to staff so the test results can be integrated into treatment plans.

Lawrence School: This practicum trains graduate students enrolled at CWRU and KSU in the clinical psychology program in accordance with the scientist-practitioner model. Lawrence School's training philosophy is based on the expectation that as a graduate student, this is the beginning of a student's formal clinical training. Therefore, the practicum is viewed as a developmental process whereby psychology aides and assistants are provided with the knowledge and skills needed for increasingly independent work over the course of the practicum year. Essentially, the assessment process is intended to develop a student's case formulation skills. Using a collaborative approach, students develop their skills in evidence-based assessment in the context of modeling, teaching, and supervision. There are five specific areas of competency (i.e., administration and score assessments, interpretation of results, case formulation, empirically based reports, and compassionate and thorough feedback) that are targeted throughout the training programming. As such, students are assessed in these five areas at the end of each academic semester and provided with feedback regarding growth and development.

Daily Behavioral Health: Daily Behavioral Health (DBH) is a pediatric behavioral health agency specializing in comprehensive evaluations and treatment of neurodevelopmental disorders and anxiety. A typical third year placement provides training in assessment within the domains of ADHD and Learning Disabilities, as well as exposure to autism spectrum disorders (ASD). Students complete the placement with the expectation of being proficient in conducting psychological intakes as well as cognitive (WISC-5, WJ-IV), academic (WIAT-IV, WJ-IV), and social-emotional (BASC-III, BRIEF-2, Conners 3, MASC-2) testing. Students are also expected to obtain competency in autism ratings scales (GARS, SRS-2) and adaptive behavior scales (Vineland 3, ABAS-3) and have exposure to the Autism Diagnostic Observation Scale - 2 (ADOS-2). Students will work together with their supervisor in diagnosing neurodevelopmental disorders and conducting feedback sessions to clients and their parents.