

Course Syllabus

PSYC 612-001- Psychoeducational Assessment for Intervention III (3 Credit Hours)

Fall 2016
TU 5:00 – 7:45pm

Kinard 111

Instructors:

Joe Prus
prusj@winthrop.edu
803-323-2630

Office hours: Tuesdays 3:30-5:00
Wednesdays 9:00-11:00

Angela Jacklin
angelac.jacklin@cms.k12.nc.us
704-995-7986

Office hours: 15 minutes before &
after each class taught

Student Learning Objectives

PSYC 612 students are expected to acquire:

- an understanding of biological, cognitive, and social factors associated with sensory impairments and low incidence disabilities such as vision and hearing impairments, children with Autism Spectrum Disorders, and children with severe physical disorders and traumatic brain injury.
- knowledge of and skills in informal and formal psychoeducational assessment of: a) children with low incidence disabilities; b) infants/young children; c) culturally and/or linguistically diverse (e.g., ESL) populations; d) children with Traumatic Brain Injury (TBI) or other neuropsychological factors that may affect learning; and e) gifted/talented children;
- report writing and linking assessment results with intervention planning for special populations.
- practice in conceptualizing and writing the behavioral/social section of psychoeducational assessment reports for children referred for emotional or behavioral issues;

Course Requirements

- Readings (those not in one of the texts can be obtained through the department office). *Please read assigned material prior to coming to class* in order to benefit from instruction that will assume that material has been read. Class time will be devoted more to integration and application of material than to reviewing readings.
- Two written case studies (preceded by two non-graded ones) of approximately 2-pages each.

- Bayley Scales of Infant and Toddler Development-3: Mental Scale – Ages 1 month to 42 months
 - One practice protocol and report of 1-2 pages with analysis of test results and developmentally appropriate suggestions to support learning.
 - One video administration with report of 3-5 pages, including behavior observations, analysis of test results, adaptive behavior measure (Vineland 2 Survey Interview), and developmentally appropriate suggestions to support learning. Also, include a brief self-critique (a paragraph or two) of rapport-building and test administration which demonstrates understanding of strategies discussed in class.
- Differential Ability Scales 2nd Edition (DAS-II): Early Years — Lower & Upper (Green protocols)
 - One practice protocol with brief report of 1 page with analysis of test results.
 - One video administration with report of 2-3 pages, including analysis of test results, behavior observations, and self-critique of rapport building and test administration which demonstrates understanding the strategies discussed in class
 - *Note: Both Early Years levels should be used: Lower (2:6-3:5) and Upper (3:6-6:11)*
- Practice protocols and brief report (1-2 pages) for:
 - Behavior Rating Inventory of Executive Function (BRIEF)
 - Childhood Autism Rating Scale II (CARS-II)
 - Quick Test of Neurological Screening – Revised (QTNS)
OR Kaufman Short Neuropsychological Assessment Procedure (may be a role play)
 - Pictorial Tests of Intelligence (PTI-R) (may be a role play)
 - Social Responsiveness Scale

Note: “Real” cases should not be used for test practices above except under supervision of your faculty or field internship supervisor. The mini specialty case may be a real case and one for which you have done considerable work during the semester under supervision.

- **Mini Specialty-** Each person will select a “mini specialty area” in which to develop additional competencies during the latter part of the course. A case from the student’s internship will be used and will include assessment and intervention planning in one of the following areas:
 - a. Early childhood/developmental;
 - b. Severely/profoundly intellectually disabled;
 - c. Hearing impaired/deaf;
 - d. Physically disabled;
 - e. Visually impaired/blind;
 - f. Culturally/linguistically diverse;
 - g. Autism Spectrum Disorder

NOTE: *All mini-specialty reports should reflect a variety of assessment approaches and measures, as well as recommendations for intervention linked to the child’s needs as reflected in assessment data. Mini specialty reports should be 8-10 pages, plus attachments (cover pages of assessment instrument protocols are required).*

Mini-Specialty Area Requirements

NOTE: *This course includes practical experiences designed to provide distinct skills in psychoeducational assessment and the use of assessment information for individualized intervention. All practica experiences will be under the supervision of the instructor, who will be responsible for evaluating and providing feedback to students and for assigning course grades. Work and reports completed in an external field site will also be supervised by*

*the faculty and/or field site supervisor. All practica work should comply with relevant NASP ethics/standards for professional practice. Assessments and subsequent reports should be sensitive to human and cultural diversity and should focus on problem solving and intervention planning. For submissions in this class, **fictitious names and identifying information should be used** (and should be stated as such on reports).*

Area: Early Childhood/ Developmental

Complete a developmental evaluation report based on the convergence of data from multiple assessment approaches/techniques. The assessment should include an in-depth parent interview, developmental history/ analysis, an early childhood cognitive assessment instrument (e.g., Bayley-3, DAS-II), a pre-academic measure (e.g., Bracken-3, YCAT), adaptive behavior instrument (e.g., Vineland-II Survey Interview), and behavioral observations in more than one setting/situation (e.g., with parent in clinic, with siblings at home, with peers/teacher at child care). The report must include *developmentally appropriate* recommendations for enhancing/supporting developmental progress, and should reflect understanding of the developmental evaluation fundamentals discussed in class.

Area: Severely/Profoundly Disabled

Complete the same requirements as for Early Childhood Assessment except as applied to severely/profoundly disabled individual. One measure of adaptive behavior designed for this population is also required.

Area: Deaf/Hearing Impaired

Complete a psychoeducational assessment and intervention report of a hearing impaired/deaf child or adolescent. The assessment should include: a thorough developmental and medical history, including a review of the child's hearing impairment, including prior audiological evaluations; at least one non-verbal measure of aptitude/intelligence; formal and/or informal measures of achievement (these may be obtained through the teacher); and adaptive behavior as appropriate to referring issues and/or child's needs; The resulting report must include recommendations for intervention.

Area: Physically Disabled

Complete a comprehensive psychoeducational assessment of an individual with a severe physical disability such as cerebral palsy or muscular dystrophy. The assessment should include a complete developmental history, review of physical disabilities and prior physical and/or occupational therapy evaluations and/or treatment, and measures of aptitude, development or achievement, and adaptive behavior. The report should address adaptations and/or assistive technology that may be necessary for developmental and/or educational intervention and academic success.

Area: Visually Impaired/Blind

Complete a psychoeducational assessment of a visually impaired or blind child, including a verbal measure of intelligence/aptitude, along with other appropriate assessment measures (academic achievement information should be obtained from teachers). The subsequent report must include a developmental history, review of the visual impairment including prior vision evaluation results and interventions, adaptations needed for mobility and educational training, and suggestions for intervention.

Area: Culturally/Linguistically Diverse (CLD)

Complete a psychoeducational assessment/intervention report for a student with limited English proficiency. The report should include important elements of CLD evaluations, as discussed in class, and be based on convergence of data from multiple assessment approaches. An interpreter should be used, as needed, to gather information. The assessment must include cognitive measure(s) according to the student's levels of proficiency in primary and second languages (e.g., selected portions, more than one test). The report should include an in-depth parent interview, multiple observations in at least two settings (e.g., classroom, cafeteria, playground, home), an achievement measure (modified as needed), a social-emotional/behavioral measure (only if needed), and two adaptive behavior measures (e.g., school, home, child care). The report should also include a summary of the child's social/developmental and language background (and its relevance to the child's learning/achievement), as well as recommendations for enhancing the student's educational success.

Area: Autism Spectrum Disorder (ASD)

Complete a psychoeducational assessment/intervention report for a child with Autism Spectrum Disorder. Reports should be based on convergence of data from multiple assessment approaches, and should contain elements of ASD evaluations covered in class. The assessment must include in-depth parent interview, thorough developmental history, cognitive measure(s) appropriate to the child's language level (e.g., selected portions, more than one instrument), at least two observations in different settings (e.g., classroom, cafeteria, playground, home), a measure of achievement or pre-academic skills, two adaptive behavior measures (e.g., parent, teacher, childcare provider), a social-emotional/behavioral measure (only if needed), and at least two measures designed specifically for ASD (e.g., CARS-2, DSM-5 criteria). The report should also include recommendations for enhancing the child's development and/or educational success.

Area: Severe Behavioral/Emotional Disorder ???

Texts:

M. Brassard, & A. Boehm. (2007). *Preschool assessment: Principles and practices*. New York, N.Y.: Guilford Press (selected chapters)

A. Thomas, & J. Grimes (Eds.). (2008). *Best practices in school psychology V*. Bethesda, MD: National Association of School Psychologists (Selected chapters)

J. Voress, & N. Pearson. (2006). *Early Childhood Development Chart (Second edition)*. Austin, TX: PRO-ED.

Grading:

Points	Product/Assignment
100	Mini Specialty area case
60	“Core” Battery—DAS-II (1 st practice report- 20 points; Video/report- 40 points)
60	Early Childhood instrument—Bayley-3 (1 st practice report- 20; Video/report- 40 points)
50	Social/Emotional case reviews and summaries (25 points each)
75	Practice Protocols and brief reports for BRIEF, QTNS, PTI-R (5 x 15 pts)
Total=345	

Grade	Criteria
A	320 - 345 pts and no more than one absence (except for serious illness or family emergency)
A-	310-319 pts and no more than one absence
B+	300-309 pts and no more than 2 absences
B	275-299 pts and no more than 2 absences
F	Less than 275 pts (and/or three or more absences)

Policies:

- Academic dishonesty (cheating, plagiarism, etc.) may result in a student receiving an F for this course. In this course, such dishonesty includes the falsification of practice protocols, test protocols, and/or assessment results claimed to be obtained from clients or practice participants.
- Students are expected to follow NASP Standards for Principles for Professional Ethics in all work.
- Late assignments will result in up to a 5% penalty per week day, with a maximum penalty of 50% if submitted by the due date for culminating projects. *Normally, all reports should be submitted in hard copy. Late assignments should be emailed to avoid delays.*
- A maximum of one absence (not counting absences due to documented medical illnesses or family emergencies) is allowed for a grade of “A,” two for a “B,” and three for a “C.”
- Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu. Please inform us as early as possible, once you have your official notice of accommodations from the Office of Accessibility.
- Class schedule is subject to change.
- Please keep cell phones and other personal electronic devices on off or “vibrate” during class. ***Laptops should not be used to check email or for purposes unrelated to class discussion.***

<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>
Aug 23	Introduction to Course Signing and Fingerspelling (S&F)	
Aug 30	Early Childhood/Developmental Assessment	Early Childhood Readings (A)
Sept 6	Early Childhood (continued) Bayley Scales of Infant Development-3 Discuss NASP article - Reports	NASP Article-Reports That Matter (A)
Sept 13	Emotional/Behavioral Functioning	Emotional/Behavioral Readings (J) Case Review 1 (Notes only)
Sept 20	Differential Ability Scales, 2 nd Edition (DAS-II)	Bayley-3 Practice Protocol (A)
Sept 27	Severely/Profoundly Disabled	Severe/Profound Readings (J) Case Review 2 (Notes only)
Oct 4	Culturally and Linguistically Diverse Assessment Review Bayley-3 Practice	CLD Readings (A) DAS-II Practice Protocol
Oct 11	CLD Assessment-continued Assessment of Autism Spectrum Disorders Review DAS-II Practice	(A)
Oct 18	Psychobiological Aspects of Hearing Impairment Assessment of Hearing and Language Impaired	Hearing Impaired Readings (J) Case Review 3 Bayley-3 Video/Report
Oct 25	Psychobiological Aspects of Physical Disabilities Assessment of Physically Disabled Pictorial Test of Intelligence	Physical Disability Readings (J)
Nov 1	ASD (continued) Autism Diagnostic Observation System-2 (ADOS-2)	Autism Readings (A) DAS-II Video/Report
Nov 8	No Class-Election Day	
Nov 15	Neuropsychological Screening Students with Traumatic Brain Injury	Neuropsychological Readings (J) PTI Practice Case Review 4
Nov 22	Psychobiological Aspects of Visual Impairment Assessment of Visually Impaired	Visual Impairment Readings (J)
Nov 29	Assessment of Gifted and Talented	Gifted/Talented Readings (J) QNST Practice Protocol BRIEF Practice Protocol
Dec 6		Culminating Specialty Area Project Due by 5:00 pm
<p>NOTE: All test kits are to be returned to the school psychology graduate assistant before class the day the last assignment for that instrument is due. The return of test kits is considered a course requirement that must be fulfilled in order to receive a grade.</p>		

Required Readings

Note: Major points will be discussed during class, but class time is not sufficient to cover all information. Keeping up with readings is necessary to gain knowledge and understanding of each topic.

EARLY CHILDHOOD

Brassard, M. & Boehm, A. (2007). Chapter 1: A Framework for Preschool Assessment. In *Preschool assessment: Principles and practices* (pp. 1-21). New York, N.Y.: Guilford Press.

Brassard, M. & Boehm, A. (2007). Chapter 11: Cognitive Assessment. In *Preschool assessment: Principles and practices* (pp. 383-419). New York, N.Y.: Guilford Press.

Kelly-Vance, L. & Ryalls, B. (2008). Best practices in play-based assessment and intervention. In A. Thomas, & J. Grimes (Eds.), *Best practices in school psychology V, Vol. 2*, (pp. 549-559). Bethesda, MD: National Association of School Psychologists.

BEHAVIORAL/EMOTIONAL

McConaughty, S.H., & Ritter, D.R. (2008). Best practices in multidimensional assessment of emotional and behavioral disorders. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 697-715). Bethesda, MD.: National Association of School Psychologists.

SEVERELY/PROFOUNDLY DISABLED

Harrison, P. L. & Raineri, G. (2008). Best practices in the assessment of adaptive behavior. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (PP. 605-615). Bethesda, MD.: National Association of School Psychologists.

Powell-Smith, K. A., Stoner, G., Bilter, K.J., & Sansosti, F.J.(2008). Best practices in supporting the education of students with severe and low-incidence disabilities. In A. Thomas, & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1233-1248). Bethesda, MD.: National Association of School Psychologists.

CULTURALLY/LINGUISTICALLY DIVERSE

Lopez, E.C. (2008). Best practices in working with school interpreters. In A. Thomas, & J. Grimes (Eds.), *Best practices in school psychology V, Vol. 5* (pp. 1751-1769). Bethesda, MD.: National Association of School Psychologists.

Ortiz, S.O. (2008). Best practices in nondiscriminatory assessment. In A. Thomas, & J. Grimes (Eds.), *Best practices in school psychology V, Vol. 2* (pp. 661-678). Washington, D.C.: National Association of School Psychologists.

Vanderwood, M.L. & Nam, J. (2008). Best practices in assessing and improving English Language Learners' literacy performance. In A. Thomas, & J. Grimes (Eds.), *Best practices in school psychology V, Vol. 5* (pp. 1847-1855). Bethesda, MD: National Association of School Psychologists.

HEARING IMPAIRED

Lukomski, J.A. (2008). Best practices in planning effective instruction for children who are deaf/hard-of-hearing. In A. Thomas, & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1819-1832). Bethesda, MD: National Association of School Psychologists.

PHYSICALLY DISABLED

McGivern, J.E. & McKeivitt (2002). Best practices working with students using assistive technology. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 1433-1446). Bethesda, MD: National Association of School Psychologists.

AUTISM SPECTRUM DISORDERS

Brassard, M. & Boehm, A. (2007). Chapter 13: Assessment of Autism Spectrum Disorders. *Preschool assessment: Principles and practices* (pp. 447-507). New York, N.Y.: Guilford Press

Schwartz, I.S. & Davis, C.A. (2008). Best practices in effective services for young children with Autistic Spectrum Disorders. In A. Thomas, & J. Grimes (Eds.), *Best practices in school psychology V, Vol. 4* (pp. 1517-1529). Bethesda, MD: National Association of School Psychologists.

NEUROPSYCHOLOGICAL ASSESSMENT/SCREENING

Havey, J.M. (2002). Best practices in working with students with traumatic brain injury. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 1433-1446). Bethesda, MD: National Association of School Psychologists.

VISUALLY IMPAIRED

Bradley-Johnson, S. & Morgan, S.K. (2008) Best practices for instructing students who are visually impaired or blind. In A. Thomas, & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1833-1846). Bethesda, MD.: National Association of School Psychologists.

GIFTED/TALENTED

Callahan, C.M. (2006). Giftedness: In G.G. Bear, K.M. Minke (Eds.), *Children's Needs III: Development, prevention, and intervention.* (pp. 443-458). Bethesda, MD: National Association of School Psychologists.

**Winthrop School Psychology Program
Syllabus Addendum for PSYC 612**

School Psychology Program students' grades are aggregated and used to document their attainment of knowledge and skills. This form documents the relationship of this course to the NASP Domains of Training and Practice.

NASP Domains of Training and Practice	Course Focus	Assessment Methods
<p>2.1 Data-Based Decision-Making and Accountability: 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 progress 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>This domain is: <input type="checkbox"/> Not a focus of the course <input type="checkbox"/> A minor focus of the course <input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with: <input type="checkbox"/> Not applicable <input type="checkbox"/> Exams <input type="checkbox"/> Papers <input type="checkbox"/> Candidate presentations <input checked="" type="checkbox"/> Graded simulations Other: Case Studies</p>
<p>2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p>This domain is: <input type="checkbox"/> Not a focus of the course <input checked="" type="checkbox"/> A minor focus of the course <input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with: <input type="checkbox"/> Not applicable <input type="checkbox"/> Exams <input type="checkbox"/> Papers <input type="checkbox"/> Candidate presentations <input checked="" type="checkbox"/> Graded simulations Other: Case Studies</p>
<p>2.3 Effective Instruction and Development of Cognitive/ Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different 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, instructional interventions and consultation.</p>	<p>This domain is: <input type="checkbox"/> Not a focus of the course <input type="checkbox"/> A minor focus of the course <input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with: <input type="checkbox"/> Not applicable <input type="checkbox"/> Exams <input type="checkbox"/> Papers <input type="checkbox"/> Candidate presentations <input checked="" type="checkbox"/> Graded simulations Other: Case Studies</p>

<p>2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental 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>This domain is: <input type="checkbox"/> Not a focus of the course <input checked="" type="checkbox"/> A minor focus of the course <input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with: <input type="checkbox"/> Not applicable <input type="checkbox"/> Exams <input type="checkbox"/> Papers <input type="checkbox"/> Candidate presentations <input checked="" type="checkbox"/> Graded simulations Other: Case Studies</p>
<p>2.5 Student Diversity in Development and Learning: 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.</p>	<p>This domain is: <input type="checkbox"/> Not a focus of the course <input type="checkbox"/> A minor focus of the course <input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with: <input type="checkbox"/> Not applicable <input type="checkbox"/> Exams <input type="checkbox"/> Papers <input type="checkbox"/> Candidate presentations <input checked="" type="checkbox"/> Graded simulations Other: Case Studies</p>
<p>2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>	<p>This domain is: <input type="checkbox"/> Not a focus of the course <input checked="" type="checkbox"/> A minor focus of the course <input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with: <input type="checkbox"/> Not applicable <input type="checkbox"/> Exams <input type="checkbox"/> Papers <input type="checkbox"/> Candidate presentations <input checked="" type="checkbox"/> Graded simulations Other: Case Studies</p>
<p>2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.</p>	<p>This domain is: <input checked="" type="checkbox"/> Not a focus of the course <input type="checkbox"/> A minor focus of the course <input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with: <input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Exams <input type="checkbox"/> Papers <input type="checkbox"/> Candidate presentations <input type="checkbox"/> Graded simulations Other: Please describe</p>

<p>2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p>This domain is: <input type="checkbox"/> Not a focus of the course X A minor focus of the course <input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with: <input type="checkbox"/> Not applicable <input checked="" type="checkbox"/> Exams <input type="checkbox"/> Papers <input type="checkbox"/> Candidate presentations X Graded simulations Other: Case Studies</p>
<p>2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</p>	<p>This domain is: X Not a focus of the course <input type="checkbox"/> A minor focus of the course <input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with: X Not applicable <input type="checkbox"/> Exams <input type="checkbox"/> Papers <input type="checkbox"/> Candidate presentations <input type="checkbox"/> Graded simulations Other: Please describe</p>
<p>2.10 School Psychology Practice and Development: 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.</p>	<p>This domain is: <input type="checkbox"/> Not a focus of the course X A minor focus of the course <input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with: X Not applicable <input type="checkbox"/> Exams <input type="checkbox"/> Papers <input type="checkbox"/> Candidate presentations <input type="checkbox"/> Graded simulations Other: Please describe</p>