

EPY 8933
Integrated Psycho-Educational Assessment
Course Syllabus
Fall 2015

Instructor:	Tawny Evans McCleon, Ph.D.
Office:	545 Allen Hall
Office Hours:	Tuesdays 9:00am – 12:00pm Thursdays 11:30am – 1:30pm or by appointment
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Time/Location:	Thursdays, 2 – 4:50pm; Allen 17
Credit:	3 semester hours

Important Note: If you think you have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, you should contact the Office of Student Support Services for information on appropriate policies and procedures (bottom floor Montgomery Hall: 662-325-3335).

Course Description:

This course is designed to provide students with the development of interpretation, appraisal, and report writing skills for intellectual, adaptive, personality, and academic assessment instruments. One primary focus of this class is to assist students with gaining competency with the skills and tools required to interpret and integrate multiple assessment measures through written and verbal formats.

Course/Instructional Objectives:

The goal of this course is for each student to meet the following objectives:

1. An understanding of current theories about the nature of intelligence, personality, and aptitude. (CFPO 1, 4, 5, 6, 9, 10, 12)
2. Knowledge of basic issues in testing including current controversies, legal issues, rules and regulations, and issues of bias and discrimination. (CFPO 1, 2, 3, 7, 8, 11, 12)
2. Demonstration of an understanding of psychometric theory and its relation to individual assessment. (CFPO 1, 2, 5, 6, 7, 8, 9, 12)
3. Demonstration of proficiency in the administration, scoring, and interpretation of the major cognitive instruments, measures of achievement, and personality/behavior. (CFPO 3, 4, 5, 6, 7, 8, 11, 12)
4. Ability to make reasonable and empirical interpretations of test data. (CFPO 3, 4, 5, 6, 7, 8, 11, 12)
5. Ability to synthesize assessment information into cohesive, coherent psychological reports. (CFPO 3, 4, 5, 6, 10, 11, 12)
6. Ability to make appropriate and specific recommendations based on assessment data for problem remediation and intervention. (CFPO 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
7. Ability to select the appropriate instruments for a referral case. (CFPO 1, 2, 3, 4, 5, 6, 7, 9, 10, 12)

Texts:

- Sattler, J. M. (2008). *Assessment of children: Cognitive applications (5th edition)*. Jerome M. Sattler, Publisher, San Diego.
- Sattler, J. M. & Dumont, R. (2004). *Assessment of Children: WISC-IV & WPPSI-III Supplement*. Jerome M. Sattler, Publisher, San Diego.

Sattler, J. M. (2014). *Foundations of behavioral, social, and clinical assessment of children (6th Edition)*. Jerome M. Sattler, Publisher, San Diego.

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders (DSM-5)*. American Psychiatric Publishing,

Student Activities and Requirements:

1. **READING ASSIGNMENTS:** In order to be prepared to participate in class activities, students are expected to complete all readings and assignments outlined on the attached weekly schedule prior to coming to class. Students are expected to become familiar with the MSU library and to obtain their own copy of the outside readings, if assigned.
2. **CLASS PARTICIPATION:** All students are expected to attend all class sessions, arrive to class on time, and to participate fully in class activities (e.g. discussion and case reviews). Attendance, punctuality, attitude, preparation and degree of participation will be reflected in the student’s class participation grade. (See MSU policy for excused absences.)
3. **EXAMS:** Progress monitoring of course readings will be assessed through two exams, a midterm and final. Each student will be expected to demonstrate mastery of this course content through successful performance on two written examinations. Exams will be administered in class as indicated on the attached tentative schedule.
4. **ADMINISTRATION OF ASSESSMENTS:** Over the course of the semester, each student will be required to engage in a number of assessment activities that will lead to the development of one written psycho-educational/psychological reports. The selection of instruments will be determined by the referring concern. Each student will be expected to complete the following assessment instruments/techniques:

<u>Test/Procedure</u>	<u># Required</u>
Intelligence (e.g., WJ-IV, WISC-V, SB-V)	2
Achievement (e.g., WJ-III, WIAT-II)	2
Broad Personality/Behavior (e.g., BASC, CBCL, MMPI)	2
Narrow-band Personality/Behavior (e.g., CDI, CARS)	2
Psychosocial History/Interviews	2
Behavioral Observation	2

5. **PSYCHOLOGICAL REPORTS:** Each student will be required to write 2 comprehensive psycho-educational reports. These reports will integrate data obtained from interviews, review of records, observations, intellectual, personality, achievement measures, behavioral and cognitive measures. Standardized and informal methods will be used in the comprehensive assessment of your examinees. Your reports will consist of write-ups of data from two subjects (18 years or under). First examinee will be drawn from data in the class/laboratory. The second examinee must be drawn from the clientele of the MSU School Psychology Services Assessment Clinic or School District. All integrated reports must include demographic information, behavioral observations, a psychosocial history, test of cognitive ability/intelligence, formal and informal achievement data (e.g., CBM), behavioral data (if relevant), and measures of personality/behavior. Each report will also include appropriate intervention suggestions and recommendations.

6. **SEEK ADDITIONAL SUPERVISION:** Although the ungraded draft report is the only noted opportunity for feedback, I strongly advise and recommend that you meet with me to discuss the interpretation of protocols on a regular basis. You should bring all relevant materials to these sessions (i.e., protocols, notes). After the initial sessions, you should be prepared with YOUR interpretation of the material. During these sessions, it is recommended that you come prepared to ask questions and take notes on the case we discuss (as you do more and more clients, note taking will be indispensable.) Your reports are not to be disseminated to examinees, unless special circumstances are approved by the instructor. More information about the reports will be provided in lectures. When turning in your reports, you must include all material (e.g., informed consent, graded protocols) on which your report is based. Due dates for drafts and reports are listed below.
7. **CASE STUDY PRESENTATIONS:** Each student will select one client from their case load and offer a presentation of the client/case. This presentation will include all assessment and evaluation procedures, data, interpretations, and recommendations.
8. **TEACH/TEST PRESENTATIONS:** Each student will select a test with the instructor's approval and prepare 60 minute presentation to the class. Each student will use test manual(s), protocol(s), review of literature, and any other pertinent materials to teach the test instrument to classmates. The presentation should include administration, scoring, interpretation, possible application, strengths and weaknesses and psychometric properties. A brief 2 to 3 page summary should be provided to all students in the class.

Course Format:

This course will be conducted as a lecture and practicum format. Course content will be delivered through lecture, class discussion, practicum experiences and student presentations. It is imperative that students complete the required readings before coming to class. The degree to which you benefit from the course is highly dependent upon your participation in lecture and discussion. The instructor reserves the option of using pop quizzes to reinforce students' preparation and participation.

Syllabus:

The syllabus is designed to serve as a general outline for the course. There may be times when modifications need to be made to the course content (material added or reduced). At such times, the professor will give you advance notice of the changes.

Detailed Description of Student Projects:

***Project I:** Psycho-Educational/Psychological Report

Purpose: The purpose of this assignment is to allow the student to apply skills and knowledge in the selection, administration, scoring and analysis of psychological tests and assessment procedures. This assignment will provide the student with experiences involving the integration of assessment data obtain into a written report.

Instructions: Each student will administer the minimum required assessment instruments and/or procedures to two different children (18 years and younger). The student will be required to individually score the test protocol according to the test manual. Afterwards, the student will be required to write a detailed psycho-educational/psychological report to describe the results. The following outline should be used when preparing the written report:

- Section I: Identifying Information
- Section II: Reason for Referral
- Section III: Assessment Instruments/Procedures Used
- Section IV: Background Information
- Section V: Interviews (Teacher, Parent, Child)
- Section VI: Behavioral Observations
- Section VII: Assessment Results/Clinical Impressions
- Section VIII: Summary
- Section IX: Diagnostic Impression
- Section X: Recommendations/Interventions
- Section XI: Signatures

Deadline: Refer to the class schedule for due dates.

***Project II:** Case Study Presentation

Purpose: The purpose of this assignment is to allow the student the opportunity to communicate the results of a comprehensive evaluation to others. This assignment will allow students to develop necessary skills to communicate results to parents, teachers and other professionals.

Instructions: Each student will select one case to present to their peers in class. The presentation will include relevant background information, assessment and evaluation procedures, data, interpretations, and recommendations.

Deadline: Refer to the class schedule for due date.

***Project III:** Teach /Test Presentation

Purpose: The purpose of this assignment is to allow the student to apply the skills necessary to critically evaluate the technical merits of a psychological test based on information provided in the test manual, research literature, and other available resources and to teach a new test to peers. This assignment will allow

students to evaluate the technical properties of a psychological test for the purpose of test selection.

Instructions: Each student will select a test from the instructor's approved list. The student will develop a presentation and demonstration of test to the class. Each student may use the following as a guideline to develop presentations. A brief 2 to 3 page summary/handout should be provided to all students in the class.

1. Test Author
2. Publisher
 - a. Test Publisher
 - b. Date of initial publication/ most recent revision
3. Description of Test
4. Test/Scale and Development
5. Use of Test
 - a. Purpose
 - b. Groups to which applicable/not applicable
6. Details of Administration
7. Scoring Procedures
8. Normative Data Available
9. Comments Regarding Reliability (only those appropriate)
10. Comments Regarding Validity (only those appropriate)
11. General Evaluation

Deadline: Refer to the class schedule for due dates.

Evaluation of Student Progress:

Students will be evaluated on the basis of test administrations, written reports, student case presentations, exams and new test presentations. All assignments will be graded and returned as quickly as possible. Assignments turned in on time will be returned first.

1. **EXAMS:** Students will complete two exams, midterm and final. The exams will be completed in class, and will be composed of multiple guess, true/false, short answer questions.

2. **GRADING OF ASSIGNMENTS:** All assignments will be graded using a rubric format developed by the instructor. Each rubric will be developed based the required components for each assignments. APA writing style should be used for all papers, not psychological reports.

3. **GRADING POLICY:** Final grades in this course will be calculated based on the following components:

30%	Psychological Reports (2)
15%	Midterm Exam
15%	Comprehensive Final Exam
15%	Teaching/Test Presentation
10%	Protocols
10%	Student Case Presentation
5%	Class Participation

Final Letter Grades will be distributed as follows:

100 – 90% = A

89 – 80% = B

79 – 70% = C

69 – 60% = D

59 – 0% = F

Penalty for Late Assignments:

Students are required to turn in all assignments by class time on the due date. Points will be deducted from any assignment turned in past the due date by 10% for each day it is late. Assignments are considered late at the beginning of each class.

Policy for Make-up Quizzes/Examinations:

Students who miss an exam will receive a 0 for that exam. **Make-up exams will only be given for university excused absences with appropriate documentation.** Make-up exams **must** be scheduled with the instructor at her convenience.

Policy for Academic Misconduct:

Any acts of academic misconduct (e.g., cheating, plagiarism, etc.), as outlined by Mississippi State University, will be **vigorously** pursued by the instructor. Some words of advice: **DON'T CHEAT!** For detailed information regarding the university's policies related to academic misconduct please refer to the following link on the university's website:
<http://www.msstate.edu/dept/audit/1207.html>

Title IX:

MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU Director of Title IX/EEO Programs at 662-325-8124 or by email to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/i1tite9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

Expectations for Classroom Behavior:

Students are encouraged to participate in all classroom lectures and discussions. The degree to which you benefit from participation in this course is highly dependent on your participation in lecture and discussion. Students are expected to conduct themselves in a professional manner during class. **Classroom misconduct (e.g., chatting, reading the newspaper) will not be tolerated. Students who continually disrupt class will be asked to leave.** Please turn off all electronic devices prior to entering class.

Expectations for Checking Out Test Materials:

When using assessment materials found in the Counseling and Educational Psychology Assessment Lab (Allen Hall #539), all students are required to follow the rules and regulations for checking out testing materials. All students are required to complete the “Test Material Request Form” and “Confidentiality Form.” Due to the fact that the testing materials are used by several students from various programs, you are expected to be courteous, respectful and responsible when checking-out and checking-in materials. Students may only checkout materials that will be used for the purpose of this course. All requests for materials are subject to verification by the instructor prior to releasing the materials to the students. Failure to return tests in a timely manner may result in a penalty in grade or incomplete grade.

Confidentiality of Test Protocols:

Confidentiality **MUST** be maintained with regard to any and all information collected during the assessment process. Because you are learning and these assessments are for practice only you should not report the results to anyone, except the instructor as being appropriate for diagnostic purposes. Under no circumstances should you share any results before your protocols and reports have been checked by the instructor.

Special Considerations:

Additional information for your practice assessments: Remember, you will be working with real children who may have real problems. You are expected to behave professionally.

- You may recruit children for assessments through the MSU School Psychology Services Assessment Clinic or through the agency which you are employed, have an assistantship, or are on practicum. If you recruit children through an agency other than our clinic, then you **MUST** receive permission from me to assess that child. If you are unable to recruit children on your own, the instructor will assist you. You may not use your own children for practice assessments.
- Because you are learning and these assessments are for practice only you should not report results to parents or agency supervisors as being appropriate for diagnostic purposes unless you have arranged with me to do this. Under no circumstances should you share any results before your protocols and reports have been checked by the instructor.
- You **MUST** obtain parental consent prior to initiating assessment. You will use the consent forms provided in the MSU School Psychology Services Assessment Clinic or school district.
- Confidentiality **MUST** be maintained with regard to any and all information collected during the assessment process. Permanent products from the assessment **MUST** be stored at the MSU School Psychology Services Assessment Clinic. You **MUST** organize and store assessment products in the manner that is required by the MSU School Psychology Clinic. You should consult APA and NASP’s codes of ethical standards with regard to assessment and confidentiality. When presenting

information to the class you will refer to the children that you assessed by their initials or by a pseudonym.

Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Signature:

I have carefully and thoroughly read all the requirements outlined by this syllabus and understand the requirements of this course.

School Psychologist in Training

Date

Tentative Schedule

DATE	Topic	Readings	Assignments Due
Introduction to Comprehensive Assessment			
Aug 20	Review of the course requirements; Introduction to Comprehensive Assmt	Sattler Behavior – Chapter 1; 2	
Aug 27	Components of Comprehensive Assessment	Sattler Behavior – Chapters 3; 6, 9	
Sept 3	Integration of Assessment Data & Report Writing; Linking Assessment Results to Recommendations & Interventions	Sattler Behavior – Chapter 25 Sattler Cognitive – Chapter 19	
Measures of Cognitive Ability			
Sept 10	Interpretation of Wechsler Intelligence Scales (WISC-V & WAIS-IV)	Sattler Cognitive Chps 10, 11, 15	1st Report Due
Sept 17	Stanford Binet Intelligence Scales– 5 th Edition; Reynolds Intellectual Assessment Scales	Sattler Cognitive Chp 16; Supplemental Readings	Test Presentation (SB-V)
Sept 24	Kaufman Assessment Battery for Children – Second Edition and Kaufman Brief Intelligence Test – 2 nd Ed	Sattler Cognitive– Chp. 18; Singer et al., - Chp. 11	Test Presentation (KABC-II)
Oct. 1	Leiter International Performance Scale – Third Edition and Comprehensive Test of Nonverbal Intelligence	Sattler Cognitive– Chp 18 Supplemental Readings	Test Presentation (Leiter –3)
Oct 8	Midterm Examination		
Oct 15	Wechsler Nonverbal Scale of Ability; Wechsler Abbreviated Scale of Intelligence; and Differential Ability Scales- Second Edition	Sattler Cognitive Chp. 18; Supplemental Readings	Test Presentation (DAS-2)
Oct 22	Woodcock Johnson IV Tests of Cognitive Abilities &	Sattler Cognitive Chapter 18 Supplemental Readings	Test Presentation (WJ-IV Cog)
Measures of Academic Skills			
Oct 29	Oral and Written Language Scales & Key-Math Diagnostic Assmt; Special Populations: Language and Communication Issues	Test Manuals; Supplemental Readings	
Nov 5	Special Populations –Behavioral and Emotional Difficulties	Sattler Behavior – Chapters 14 & 15	
Nov 12	Assessing Special Populations – Visual-Motor Difficulties and Traumatic Brain Injuries:	Sattler Behavior – Chapters 20, 23, & 24; Supplemental Readings	
Nov 19	Case Presentations		2nd Report Due with Protocols
Nov 26	Thanksgiving Holiday		
Dec 9	Wednesday * Final Examination @ 3pm		

Supplemental Readings:

- APA. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57 (12), 1060-1073.
- Beutler, L. E. & Groth-Marnat, G. (2003). *Integrative assessment of adult personality (2nd edition)*. New York: Guilford.
- Braden, J. P. (1997). The practical impact of intellectual assessment issues. *School Psychology Review*, 26, 242-248.
- Braden, J. P., & Kratochwill, T. R. (1997). Treatment utility of assessment: Myths and realities. *School Psychology Review*, 26, 475-485.
- Cantor, A. S. (1997). The future of intelligence testing in the schools. *School Psychology Review*, 26, 255-261.
- Esters, I. G., Ittenbach, R. F., & Han, K. (1997). Today's IQ tests: Are they really better than their historical predecessors? *School Psychology Review*, 26, 211-223.
- Groth-Marnat, G. (2009). *Handbook of psychological assessment (5th edition)*. Hoboken, NJ: John Wiley & Sons.
- Flanagan, D. P., & Genshaft, J. L. (1997). Issues in the use and interpretation of intelligence tests in the schools. *School Psychology Review*, 26, 146-149.
- Flanagan, D. P., & Harrison, P. L. (2012). *Contemporary Intellectual Assessment: Theories, tests, and issues (3rd edition)*. New York: Guilford Press.
- Flanagan, D. P., & Kaufman, A. S. (2009). *Essentials of WISC-IV assessment (2nd edition)*. Hoboken, NJ: John Wiley & Sons.
- Jensen, A. R. (1980). *Bias in mental testing*. New York: The Free Press.
- Kaplan, R. M., & Saccuzzo, D. P. (2013). *Psychological testing: Principles, applications, and issues (8th ed.)*. Belmont, CA: Wadsworth, Cengage Learning.
- Lichtenberger, E. O. & Kaufman, A. S. (2009). *Essentials of WAIS-IV assessment*. Hoboken, NJ: John Wiley & Sons.
- Mash, E. J. & Barkley, R. A. (Eds.). (2007). *Assessment of childhood disorders (4th edition)*. New York: Guilford.
- Mather, N. & Jaffe, L. (2002). *Woodcock-Johnson-III: Reports, recommendations, & strategies*. New York, NY: Wiley and Sons.
- Naglieri, J. A. & Goldstein, S. (2009). *Practitioner's guide to assessing intelligence and achievement*. Hoboken, NJ: John Wiley & Sons.
- Reynolds, C.R. & Kamphaus, R.W. (2003). *Handbook of Psychological and Educational Assessment of Children: Intelligence, Aptitude, and*

Achievement. New York, NY: Guilford Press.

Shapiro, E., & Kratochwill, T. (2000). *Conducting school-based assessments of child and adolescent behavior*. New York: Guilford Press.

Surber, J. M. (1995). A problem solving approach to psychological report writing. *Best practices in school psychology (3rd ed., pp. 161-170)*. Washington, DC: NASP.

Suzuki, L. A. & Ponterotto, J. G. (2008). *Handbook of multicultural assessment: Clinical, psychological, and educational applications (3rd edition)*. San Francisco, CA: John Wiley & Sons.