EDP7561
COURSE SYLLABUS
Fall 2015

DIVISION: Theoretical & Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7561, Psychological Evaluation II
COURSE CREDIT: 4 Semester Hours
COURSE LOCATION: Education 049
TIME: 4:30 - 8:10 P.M. Monday
INSTRUCTOR: R. Marc Crundwell, Ph.D., C.Psych (Ontario)
OFFICE HOURS: Before and after class at W.S.U. or by appointment.
OFFICE PHONE: 519-255-3366, ext 10838
EMAIL ADDRESS: aa0353@wayne.edu, drmcrundwell.cpsych@gmail.com

COURSE DESCRIPTION:
Introduction to administration, scoring, use and interpretation of intelligence, memory, visual motor and adaptive behavior checklists. Full administration of the following: WISC-V, WAIS-IV, WPPSI-IV, Woodcock Johnson IV - Cognitive, WRAML II, VMI, and Vineland-II. Introduction and familiarity with Cross-Battery Assessment.

COURSE OBJECTIVES:

1. An understanding of the rationale of testing, measurement and skills in the administration of psychological tests, including those which measure intelligence, memory, adaptive behavior and perceptual motor skills.

2. The ability to carry out systematic direct observations of pupils and patients.

3. Students will review the theory and rationale applied to psychological assessments. Students will receive an introduction to and descriptions of the application of psychological instruments commonly used in current professional practice and schools and develop skills in basic test selection, administration, and report writing.

4. Students will learn to administer, score and interpret intelligence tests, using the WISC-V, WAIS-IV, WPPSI-IV, Woodcock Johnson IV –Cognitive.

5. Students will learn to administer, score and interpret memory tests using the WRAML II.

6. Students will learn to administer, score and interpret tests of perceptual/visual-motor integration using the VMI.
7. Students will learn to administer, score and interpret tests of adaptive behavior using the Vineland-II.

8. Students will understand the principles of a Cross Battery Assessment.

9. Skills integrating data obtained from different types of tests and from other sources of information and the ability to communicate these findings to other professionals, parents and pupils in a meaningful way.

10. Skill in psychological report writing and other written communication.

11. A comprehensive understanding of cognitive development and the assessment of human behavior.

12. Knowledge of how cultural and ethnic differences influence behavior and affect evaluation.

REQUIRED TEXTS:


Essentials of WISC-V Assessment. If book is released during the semester (currently waiting on a publication date).


Also:

1. Packet of test protocols

RECOMMENDED SUPPLEMENTAL READING:


ASSIGNMENTS and PRACTICA EXPERIENCES:

Each student is expected to administer and score two of the WISC-V, WAIS-IV, and Woodcock Johnson IV Cognitive as the major cognitive assessment tools for the course, and one WPPSI-IV for an experience with children age 4 to 6 years old. For each of these administrations, reports, as described by the instructor, will be required for two of the assessments of each major cognitive assessment. Students will also be administering two each of the following: VMI, WRAML2, and Vineland Adaptive. Each student will be observed administering select tests and their performance will be graded. The objectives of these experiences are for students to become knowledgeable about different methods of cognitive assessment, and to be able to interpret and integrate data and to write a psychological assessment report with appropriate cognitive and academic goals for students/clients based on the assessment results.

EVALUATION:

Grading will be based on the timely completion of course requirements including assessment reports, in class test demonstration, and a take home final examination.

The specific distribution of credit toward grading is as follows:

- Thorough and timely completion of test protocols and assigned homework - (45% of grade)
- 1 Observation - (10% of grade)
- Final Take Home Examination – (25% of grade)
- Chapter Summaries – (20% of grade)

Exam: The exam will involve material covering all lecture materials, as well as all discussions and demonstrations that occur in class. The primary focus of the exam is to determine if you have acquired the fundamental skills needed to administer, score, and interpret the cognitive and academic achievement tests that have been taught to you this term. The final examination is a take home exam and you will have one complete week to complete the exam. As it is a take home examination, your answers should reflect a high level of organization of your ideas, and contain a more detailed answer that demonstrates your knowledge of the material, as well as your ability to reflect on the information presented and
apply it to the questions asked. The final examination will be due December 21\textsuperscript{st}, 2015 by midnight as an attachment to an email to this instructor. It must be in Word format. The exam will be distributed to you on December Monday Dec 7\textsuperscript{th}, 2015 by email and posted on the Blackboard site.

**Observation:** You will be observed administering a test to a subject you select (Either the WISC-V or WAIS-IV. You will do so with a partner, administering every other subtest of that instrument. During the observation your mark will be dependent on how well you follow proper administration rules and procedures. As a result, it is important that you practice the assessment tool and are very familiar with the rules for prompting and cueing, as well as stop rules for each subtest. With your partner you will indicate to me which subtests you will be giving so that you have an opportunity to practice these subtests. During your individual meeting with me, one of the things we will discuss will be your performance during the observation of you administering a test.

**Chapter Summaries:** For each assigned reading, you will be required to write and submit a brief write up which indicates what you believe are the 4 most important ideas or key points in the reading. Each write up is due the evening prior to the class the reading is required. They will be required to be uploaded to a discussion section on Blackboard.

**Possible Points for Course:**

Test Protocols and Reports: 490 points (7 reports times 70 points)

Observation: 60 points

Take Home Final: 250 points

Chapter Summaries: 200 points (Highest 20 summaries times 10 points each)

**TOTAL: 1000 points**

**Graduate Grades:**

A 930 points to 1000 points
A- 900 points to 929 points
B+ 875 points to 899 points
B 810 points to 874 points
B- 800 points to 809 points
C+ 775 points to 799 points
C 710 points to 774 points
C- 700 points to 709 points  
F  699 points and below

**CLASS POLICIES:**

1) All assignments are due the class after they are listed in this syllabus  

2) All reports must be typed in the format provided by the instructor with  

3) Original protocol (not a Xerox) clearly marked with each response, must be submitted with each report.  

4) It is **not a good idea to use friends or relatives** for testing. All the subjects used for testing must not be promised nor provided specific feedback regarding any issues. When the entire course is completed, students are expected to have close supervision. It is kinder and safer to present yourself as a trainee who appreciates the opportunity to learn from the subject, yet is not yet qualified to provide feedback.  

5) Students should keep copies of all reports and protocols handed in.  

6) Timely completion of course requirements will be a factor in the grading policy. A *Written Explanation* for the lateness must be handed in to the instructor.  

7) A specific format **MUST** be used for writing all reports and case studies.  

8) All testing equipment is available in the Testing and Assessment office in the College of Education. There is not enough of each test for every student please share. Always bring in the test manuals of the test we are learning that week.

**Academic Dishonesty/Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student
Ethics.” These university policies are also included as a link on Blackboard within each
course in which students are enrolled. It is every student’s responsibility to read these
documents to be aware which actions are defined as plagiarism and academic dishonesty.
Sanctions could include failure in the course involved, probation and expulsion, so
students are advised to think carefully and thoroughly, ask for help from instructors if it is
needed, and make smart decisions about their academic work.

PROFESSIONAL BEHAVIOR AND NASP STANDARDS:

Consistent with NASP's goals, and as outlined in the SCP program's portfolio
requirements document, you are expected to maintain good conduct in six areas
of professional work behavior:

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

Your in-class performance and practical experiences will be evaluated on these
characteristics and the 11 NASP domains applicable to this course. See the
detailed description of the NASP domains in the Student Handbook. Because
these work characteristics are critical to the development of successful
psychology practitioners, problems in these areas will require intervention by the
department faculty as a whole.

CLASS SCHEDULE:

<table>
<thead>
<tr>
<th>Date/Lecture Time</th>
<th>Area of Study</th>
<th>Assigned Reading/Testing</th>
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<tbody>
<tr>
<td>Sept 14th</td>
<td>Introduction and Overview of Course; What is Psychological Assessment - Cognitive</td>
<td>Sattler Chapters 1, 2, 3</td>
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<tr>
<td>Sept 21st</td>
<td>What is Psychological Assessment? What is intelligence?; Introduction to the WAIS-IV</td>
<td>Sattler (Cog) Chapters 4 and 6 WAIS-IV Chapter 1</td>
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<tr>
<td>Sept 28th</td>
<td>Administration and scoring of the WAIS-IV; Understanding the theory of intelligence of Horn and Cattell and Carroll</td>
<td>WAIS-IV Manual; WAIS-IV Chapters 2-4 WAIS-IV Practice assessment (Bring your WAIS-IV Kit to class)</td>
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<tr>
<td>Oct 5th</td>
<td>WAIS-IV Interpretation; Class</td>
<td>WAIS-IV Chapter 5, 6, 7, 10</td>
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<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Oct 12th</td>
<td>Testing Night – No Class. Complete at least one WAIS-IV assessment (will be used in Oct 19th class)</td>
<td>Cross Battery Assessment Chapters 1-2</td>
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<tr>
<td>Oct 19th</td>
<td>Class discussion of WAIS-IV example profiles; Interviewing and Writing Background and History; Cross Battery Assessment Continued; Introduction to WPPSI-IV</td>
<td>Review WAIS-IV Chapters 3, 4, 5, and 10</td>
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<td>Cross Battery Assessment Chapters 3, 4, 5</td>
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<td>WPPSI-IV Chapter 1 and 2</td>
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<td>Bring WPPSI-IV Test Kit to class</td>
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<tr>
<td>Oct 26th</td>
<td>WPPSI-IV - Scoring, Interpretation, and case studies and class discussion</td>
<td>WPPSI-IV Chapters 3 and 4</td>
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<td>Bring WPSSI-IV Test Kit to class</td>
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<tr>
<td>Oct 26th</td>
<td>Introduction and Discussion: WRAML2 Administration and Scoring; Vineland-II Scoring and Interpretation</td>
<td>WRAML Manual</td>
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<td>Introduction to VMI including scoring and interpretation.</td>
<td>WRAML2 Practice administration in class</td>
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<td>Introduction to the Vineland Adaptive</td>
<td>VMI Manual</td>
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<td>WMI administration practice</td>
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<td>Read assigned Vineland information; bring copy of Vineland Questionnaire to class</td>
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<tr>
<td>Nov 2nd</td>
<td>Testing Night WPPSI-IV No Class</td>
<td>Ensure your WPPSI-IV assessment is completed.</td>
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<tr>
<td>Nov 9th</td>
<td>Introduction to the Administration and Scoring of the WISC-V Learning Disabilities and understanding the diagnosis of learning disabilities</td>
<td>WISC-V Chapters TBD or articles to be provided prior to class</td>
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<td>WISC-V Practice administration in class</td>
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<td>Read LD articles to be provided prior to class</td>
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<tr>
<td>Date</td>
<td>Class Activities</td>
<td>Additional Information</td>
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<td>Nov 16th</td>
<td>Bring WISC-V Test Kit to class with you&lt;br&gt;WISC-V Interpretation; WISC-V case studies; Class discussion of WAIS-IV example profiles from student testing completed to date</td>
<td>WISC-V Chapters TBD&lt;br&gt;WISC-V Practice administration in class&lt;br&gt;Bring completed WAIS-IV profiles to class&lt;br&gt;Bring WISC-V Test Kit with you to class</td>
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<tr>
<td>Nov 23rd</td>
<td>WISC-V Case Studies&lt;br&gt;WJ-IV Introduction administration and scoring</td>
<td>Bring completed tests to date to discuss and analyze in class.&lt;br&gt;WJ-IV Chapters TBD&lt;br&gt;One WAIS-IV assessment due for marking</td>
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<td>Nov 30th</td>
<td>WJ-IV Interpretation and applying to report writing&lt;br&gt;Traci in class to discuss individual marking questions of first three reports submitted</td>
<td>WJ-IV Chapters TBD or handouts&lt;br&gt;Review information regarding Horn Cattel Theory of cognitive interpretation</td>
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<td>Dec 7th</td>
<td>WISC and WJ-IV Test Night&lt;br&gt;No Class – Final Night to finish testing and report writing</td>
<td>Complete WISC-V and WJ-IV Assessments&lt;br&gt;One WJ-IV report must be emailed to me (as a PDF) to mark so I can send back to you before final assessments are due&lt;br&gt;Take Home Final Given Out</td>
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<td>Dec 14th</td>
<td>Student Demonstration of one of the Wechsler tests – testing groups will bring in a subject and will alternate giving one Full Wechsler in the classroom</td>
<td>This is the observation of you administering a test&lt;br&gt;Start times will be set from 4:30 until 7:30 p.m.&lt;br&gt;Final reports due.</td>
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<tr>
<td>Dec 21st</td>
<td>Take Home Final Due by Email to instructor</td>
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Enrollment/Withdrawal Policy

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details:
http://reg.wayne.edu/students/information.php

Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.
Religious Observance Policy:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Resources for optional inclusion in course syllabi:

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading