COURSE SYLLABUS

DIVISION: Theoretical & Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7560 - Psychological Evaluation II
         School & Community Program
COURSE CREDIT: 4 Semester Hours
COURSE LOCATION: Oakland Center Room 513
TIME: 4:30 - 8:10 P.M. Tuesday
INSTRUCTOR: Jessica Garrett, Ph.D. Candidate, NCSP
OFFICE HOURS: Before and after class at W.S.U. or by appointment.
OFFICE PHONE: 734-560-8479
EMAIL ADDRESS: jessica.garrett@wayne.edu
T.A.: Elizabeth Robtoy; elizabeth.robtoy@wayne.edu

==================================================================

COURSE DESCRIPTION:
Introduction to administration, scoring, use and interpretation of intelligence, memory, visual motor and adaptive behavior checklists. Full administration of the following: WISC-IV, WPPS-III, WJIII-Cognitive, UNIT, WRAML-II, Bender Gestalt2, VMI V and Vineland-II. Introduction and familiarity with Cross-Battery Assessment. Introduction to the KABC-II, SB-V.

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 WISCIV, WPPSIII, WJ III-Cognitive and the UNIT.

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 Bender-Gestalt 2 and VMI V.

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:


Packet of test protocols

SUPPLEMENTAL TEXTS:


ASSIGNMENTS and PRACTICA EXPERIENCES:

Each student is expected to administer and score four each of the WISC-IV, WJ-III (cog), 3 each of the WPPSI-III, WRAML II and UNIT, 2 each of the Bender-Gestalt, VMI and Vineland-II. For each of these administrations, reports, as described by the instructor, will be required. Additional reading assignments will be given throughout the semester with required blog postings. At the end of the semester there will be a case study, part of which is carried over from the Fall semester. The objectives of this practica experiences are for students to become knowledgeable about different methods of cognitive assessment and to develop appropriate cognitive and academic goals for students based on assessment results.

EVALUATION AND GRADING:

Grading will be based on the timely completion of course requirements including assessment reports, one written case study, class attendance and participation.

The specific distribution of credit toward grading is as follows:

- Thorough and timely completion of test protocols and assigned homework - (60% of grade)
- Chapter readings and quizzes - (15% of grade)
- Written Case Study - (25% of grade)

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 the
exception of written materials/notes handwritten by the subject. An original protocol (not a Xerox) clearly marked with each response, must be submitted with each report. All assignments should have 2 cover pages.

3) 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.

4) Students should keep copies of all reports and protocols handed in. All homework will be returned to the student in case there is a discrepancy about submission or submission date.

5) 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. (See lateness in grading and evaluation part A)

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

7) All testing equipment is available in the testing laboratory in Room 306 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:

No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, it is solely your responsibility to read the Undergraduate Bulletin, the Undergraduate Student Handbook, The Student Due Process Policy and any other formal documents that are created for students at WSU. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.

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 practica 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.

ATTENTION STUDENTS WITH DISABILITIES:

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of the course. If the limitations imposed by your disability interfere with your ability to fulfill the requirements for the successful completion of this course, you are strongly encouraged to contact Educational Accessibility Services (EAS) in room 1600 Undergraduate Library to request accommodations. EAS Telephone Numbers: VOICE (313) 577-1851 or TDD (313) 577-3365

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services 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 313-577-3365 (TDD only). 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 refer to the SDS website for further information about students with disabilities and the services we provide for faculty and students:
http://studentdisability.wayne.edu/
CLASS SCHEDULE:

Class #1: 01/14 Overview of the Course
What is intelligence? Understanding the theory of intelligence of Horn and Cattell and Carroll. Cautions in IQ testing.

Assignments:
• Read: Sattler(Cog), Chapters 1, 2, 3, 5, 6, and 7, WISCIV Manual and WISC IV Book Chapter 1, 2, 3

Class #2: 01/21 The administrative and scoring of the WISC IV

Assignments:
• Read: WISC IV Chapter 4-7, WPPSI Essentials Chp 1, 2, 3
• Administer, videotape, score & Write: 1 WISC IV Demographics and behavioral observations.

Class #3: 01/28 Introduction to the WPPSI-III: Learn to administer and score the WPPSI III.

Assignments:
• Read: Kaufman WPPSI III 4-6, Essentials WJIII cognitive chps 1-6
• Administer, score and tape: 1 WISC, WPPSI III

Class #5: 02/04 Introduction to the WJIII Cognitive

Assignments:
• Administer, score and write report: 1 Wechsler, Administer =1 WJIII Cognitive

Class #6: 02/11 Testing demonstration: 1 Wechsler Test.***
Testing groups will bring in a subject and will alternate giving one full Wechsler in a place of their choosing and will videotape the session to be turned in 02/18.

Assignments:
• Read: Essentials Nonverbal Assessment chps 1-4
• Write report for the test of the person seen in class (1 Wechsler).

Class #7: 02/18 Introduction to the UNIT. Learn administration, scoring and interpretation.

Assignments:
• Read WRAML manual
• Administer 1 UNIT, 1 Wechsler and 1 WJ III
Class #8: 02/25  Introduction to the WRAML II. Learn to administer, score and interpret.

Assignments:
- Read manuals for Bender, VMI and Vineland
- Administer 1 WRAML II, 1 WJ III and 1 Wechsler

Class #9: 03/04  Introduction to visual motor tests. Administration, scoring and interpretation of the Bender Gestalt 2 and the VMI V. Introduction to adaptive behavior survey forms. Administration, scoring and interpretation of the Vineland II-parent and teacher forms

Assignments:
- Administer and write full reports: 1 Vineland (teacher/parent), 1 Bender, 1 VMI, 1 UNIT, 1 Wechsler, and 1 WRAML

***No class 03/11 – University Spring Break***

Class #10: 03/18  Testing demonstration: UNIT
Testing groups will bring in a subject and will alternate giving one full UNIT in a place of their choosing and will videotape the session to be turned in 03/25

Assignments:
- Read: Flanagan (cross battery) Chapter 1-6 and Appendix A, B, C, D
- Administer and write report for 1 Vineland, 1 VMI, 1 Bender, 1 UNIT (person from in class demonstration), 1 Wechsler, 1 WRAML

Class #11: 03/25  Introduction to Cross-Battery Assessment/Stanford Binet 5

Assignments:
- Administer and write report 1WJ III, 1 Wechsler, 1 Vineland, 1 VMI, 1 Bender and any other necessary tests needed to fulfill the class requirements!

Classes #12 & 13: Case study presentations
Written case studies will be due on the last day of class (04/15).
NAME OF ASSIGNMENT
(e.g. WISC IV Score and Behavioral Obs only)

NAME

DATE DUE

DATE HANDED IN
EDP 7560
WINTER 2014

STUDENT NAME_________________

ID #____________________         Program__________________

ASSIGNMENT GRID

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DATE DUE</th>
<th>DATE HANDED IN</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>