

PSYCHOEDUCATIONAL ASSESSMENT I

University of Central Arkansas

PSYC 6313

Instructor Information

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Course Information

Course Description This course provides students with a combined experience of lectures and practicum related to psycho-educational assessment. Course content includes general assessment issues, different types of assessments, specific assessment techniques, and report writing. The purpose of this course is to provide the essential background information and hands-on experiences needed by students to conduct complete and ethically sound psycho-educational evaluations. This includes an overview of areas of assessment, direct training on a variety of assessment instruments, and practicum experiences working with children.

Prerequisites: Admission to graduate school; Admission to graduate program in the Psychology & Counseling Department.

Course Goals and Objectives

Goal 1: Students will describe psychometric issues related to assessment, including types of test scores, standardization, reliability, and validity.

Objectives: Students will-

- *Identify the 5 developmental domains included in psycho-educational assessment*
- *Examine the quality of the standardization sample for numerous assessment instruments*
- *Differentiate between various types of raw and derived scores*
- *Explain the methods of assessing reliability and validity*

Goal 2: Students will demonstrate understanding of the factors that influence a psycho-educational assessment. These factors include cultural background, disabling conditions, developmental level, and legal rights.

Objectives: Students will-

- *Identify ways in which diversity factors affect a testing situation*
- *Determine options for addressing these potential influences*
- *Make assessment choices that are respectful of each individual's unique characteristics and his/her legal rights*

Goal 3: Students will gain experience in administration, scoring, interpretation, and reporting of results for a variety of assessment instruments.

Objectives: Students will-

- *Administer intellectual, achievement, language, adaptive behavior, and visual-motor assessment measures*
- *Score each measure administered*
- *Interpret many of the measures in written form*
- *Complete written reports for many of the individuals evaluated*
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Course Outcomes/Requirements/Evaluation

At the end of the semester, each student will receive a letter grade from A to F. Course grades will be based on the following scale & experiences:

A = 90-100% **B = 80-89%** **C = 70-79%** **D = 60-69%** **F = Below 60%**

Field Experience/Practicum Hours:

This course is designed to be part lecture/discussion and part direct assessment practice. It is through this direct assessment practice that students have an opportunity to work with children in a one-on-one manner. Students must complete a total of 8 passing protocols (1 for each volunteer tested) in order to obtain a grade for this course. This course includes a minimum of 60 hours of field experience (practicum hours).

Assignments:

1. *Field Experiences (250 points)*

Each student will be required to administer one or more assessment measures to a total of 8 volunteers (4 between 7 & 13 y.o. 4 individuals between 14 & 21 y.o.). A signed consent form **MUST** accompany any work completed on a volunteer. **DO NOT** turn in a protocol without a signed consent form. These volunteers should NOT be individuals who are currently receiving or being evaluated for special education or other services for a disabling condition.

Assignments Related to Field Experiences

For each volunteer, scored protocol(s) and consent will be submitted to the professor. Protocols will be scored as Pass or Fail, dependent on the type and number of errors (must accumulate 8 passing protocols - 80 pts total). The criteria for a "Pass" on the intelligence test protocols become stricter as the semester progresses:

>1st – 4th protocols = 10 or fewer errors

>5th – 6th protocols = 8 or fewer errors

>7th & 8th protocols = 5 or fewer errors

* See attached page for materials to be turned in with each protocol.

Complete Reports

- Each report will be worth 75 points.
- Details about content will be discussed in class.

Note: The course professor reserves the right to require additional administration/scoring experiences if needed based on student performance.

Special Considerations

>Due to the nature of this course, ALL data on volunteers is STRICTLY CONFIDENTIAL and should not be shared with anyone (including classmates) other than the professor. Use initials only on protocols.

>Given the training nature of this course, specific test results are NOT to be shared with volunteers. Only general behavioral information (e.g., attention span, cooperativeness, speed, etc.) is to be discussed, immediately following testing.

>Volunteers, for assignment purposes, CANNOT include spouses or other family members. These individuals can be tested for practice at any time throughout the semester.

2. *Class Participation/Assessment Practice (50 points)*

Class participation is considered important and necessary for successful learning in this course. Throughout the semester, students will be provided with opportunities to discuss and practice assessment measures during class sessions. Preparation for and participation in these exercises will be recorded by the instructor.

3. *Examinations (200 points)*

Students will complete a midterm and a final examination.

Policies

Student Handbook Policies:

Students are expected to follow the policies regarding academic dishonesty, sexual harassment, and academic issues as outlined in the UCA Student Handbook. Students should familiarize themselves with each policy.

Accommodations:

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, contact the Office of Disability Support Services at 450-3135.

Attendance Policy:

Attendance is required. In a normal semester: three absences without medical documentation would result in a one-letter grade drop. Excessive absences or failure to complete coursework for any reason could result in being dropped from this course. **All materials turned in during this course must be typed, stapled, and named according to the assignment.** Failure to accomplish this task will result in point deductions determined by quality of work.

Use of Technology

Students will be expected to utilize technology in a number of ways in this course. There will be opportunities for them to communicate with the professor via electronic mail. They will utilize Internet resources for their class assignments. All out-of-class work will be written using word processing programs.

Diversity

Many types of diversity (cultural, age, socioeconomic status) are addressed and considered within the context of this class. The class discusses how and why these factors may influence the results of a psycho-educational evaluation. Also, students will practice evaluating individuals who are different from themselves on one or more of these dimensions, and they will have to learn how to build rapport with these individuals in order to complete the assessments.

The diversity of students' cultural background will be respected and discussed in this class as it pertains to course content as a means of (a) increasing students' understanding of their own unique cultural experiences and world views, (b) increasing students' acceptance and effectiveness and dealing with cultural differences between each other, (c) increasing students' acceptance and effectiveness and dealing with cultural differences between themselves their child, adolescent, and adult clientele, and (d) encouraging students to advocate for cultural sensitivity and tolerance within their profession.

Professionalism

Graduate students are expected to act professionally in their dress, manners, and attitude towards the program and course. Unprofessional behavior during class or during any activity associated with the performance of this class will be treated equally. Demonstrating a lack of professionalism can result in being dropped from the course, a poor grade regardless of your academic standing in the class, and/or disciplinary action by the program. Examples of unprofessional behavior include, but are not limited to:

Inappropriate attire

Profane or inappropriate behavior

Alcohol and/or drug use

Ethical violations

Negative interactions with peers, faculty, and/or clients

Tardiness

Absences

Unreliable behavior (such as missing appointments with clients or peers)

Required Materials

Textbooks:

Flanagan, D.P., & Harrison, P.L. (2005). *Contemporary Intellectual Assessment: Theories, Tests, and Issues*. (2nd ed.). New York: Guilford Press.

Sattler, J. M. (2001). *Assessment of children: Cognitive Applications* (4th ed.)
San Diego: Jerome M. Sattler.

Sattler, J. M., & Dumont, R. (2004). *Assessment of children: WISC-IV and WPPSI-III supplement*. San Diego: Jerome M. Sattler.

Style/Mode of Teaching:

This is a lecture/discussion mediated learning experience. We will discuss the assigned material during the assigned class time. You will be expected to participate in that discussion. Class discussion is expected. I see myself as a facilitator of learning. My role is to help you understand the concepts more fully. Your participation in that task is essential.

Tentative Schedule		
Date	Activity	Assignments Due
8/24	Introduction	None
Section I: History of Intellectual Assessment		
8/29	Flanagin/Harrison text Chapters 1 & 2	
8/31	Flanagin/Harrison text Chapters 3, 4, & 8	
Section II: WISC-IV Administration		
9/5	Sattler Chapters 1, 2, & 3; WISC-IV Administration	
9/7	Sattler WISC-IV Supplement Chapter 1, 2, & 3	
9/12	Flanagin/Harrison text Chapters 9 & 13; Sattler WISC-IV Supplement Chapter 4	
Section III: WJ-III Cognitive Administration		
9/14	Flanagin/Harrison text Chapter 17	Protocol I Due
9/19	WJ-III Cognitive Administration	
9/21	WJ-III Cognitive Administration	Protocol II Due
Section V: Achievement Assessment		
9/26	Sattler Chapter 17	
9/28	WJ-III Achievement Administration	Protocol III Due
10/3	WIAT-II Administration	
10/5	ASPA Conference	Attendance is expected!!!
Section VI: Language Assessment		
10/10	Sattler Chapter 18	Protocol IV Due
10/12	WJ-III Oral Language Composite	
Section VII: Visual-Motor Assessment		
10/17	Bender II Administration	
10/19	Fall Break	No Class
Section IX: Classroom Observations		
10/24	No Class	
10/26	No Class	
Section X: Assessing Learning Disabilities		
10/31	Flanagin/Harrison text Chapter 24	Protocol V Due
11/2	Flanagin/Harrison text Chapter 13	
11/7	Putting it all together	No reading
Section XI: Assessing the Culturally & Linguistically Diverse		
11/9	Sattler Chapter 19	
11/14	Sattler Chapter 20	Protocol VI Due
Section XII: Adaptive Behavior Assessment		
11/16	Vineland Adaptive Behavior	
11/21	Practice Administration Day	Protocol VII Due, Report One Due
11/23	Thanksgiving Holiday	No Class
Section XIII: Linking Assessment to Intervention		
11/28	Report Writing for Intervention	

11/30	Interventions	
12/5	Review for Final Exam	Protocol VIII Due; Report Two Due
12/7	Final Exam	
12/14	Remediation Day	Protocols remediated due

Assessment and Evaluation		
Activity	Points available per activity	Total Points Available
Exams	2 @ 100 points each	200
Class Participation/Assessment Practice	5 @ 10 points each	50
Protocols	8 @ 10 points each	80
Reports	2 @ 75 points each	150
	Total Points	480

Grade Distribution		
Grade	Points needed	Percentage
A	432	90%
B	384	80%
C	336	70%

Grading Criteria and Components Included:

Protocols

Protocol	Due Date	Components Included
Protocol I	9/14	WISC-IV Basic Subtests
Protocol II	9/21	WISC-IV Basic Subtests
Protocol III	9/28	WISC-IV Comprehensive
Protocol IV	10/10	WJ-III Cognitive Comprehensive & WJ-III Achievement Basic
Protocol V	10/31	WJ-III Cognitive Basic Subtests; Language screener; Bender II
Protocol VI	11/14	WJ-III Cognitive Basic Subtests; WJ-III Comprehensive Achievement test; Language screener; Bender II
Protocol VII	11/21	WISC-IV Basic Subtests; Achievement test
Protocol VIII	12/05	WJ-III Full Battery (Cognitive Comprehensive & Achievement

		Comprehensive) including Parent/Student Interview (can use either BASC Structured Developmental History or ask questions discussed in class)
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Reports

Reports represent your ability to synthesize the information into a comprehensive understanding of the data collected. Reports are graded based on the following criteria:

- ✓ Grammar and presentation
- ✓ Organization of the data (logical flow of the story)
- ✓ Adequate description of the assessment measures
- ✓ Conclusions and interpretations drawn
- ✓ Interventions included

Exams

Each exam is noncomprehensive and covers material from the text, class discussion, and test administrations. Tests will be multiple choice and short answer. Make up tests must be approved with appropriate documentation within two days of missing a test.

Class Participation/Assessment Practice

Five times throughout the semester, practice assessments during class will be graded. Grades will be based on the following:

- ✓ Out of class readings related to the practice assessment
- ✓ Class involvement