

COURSE SYLLABUS OUTLINE

GUI 689 Individual Testing

Spring 2007

Department: Educational Studies, Leadership and Counseling

Course Number: GUI 689 Individual Testing

Credit Hours: 3 hours

Instructor: Mardis Dunham, Ph.D.

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Class time: 5:00 - 8:00 Thursday, AL 1004

Office Hours: Before and after class as needed, or by appointment

I. Title: GUI 689: Individual Testing

II. Catalog Description: Supervised practice in the administration of a variety of children, adolescent, and adult intellectual assessment instruments. Prerequisite: GUI 683 and consent of instructor.

III. Purpose: The purpose of this course is to provide theoretical knowledge and skills in testing the intellectual functioning of children and adolescents for school purposes. This course is also designed to provide students with an understanding of the role of assessment, the strengths and limitations of intelligence testing, and the ethical obligations involved in evaluation.

IV. Course Objectives (NASP domains are in parentheses. New counselor standards are in brackets). Students will gain knowledge of:

1. Individual testing, measurement concepts, and appraisal principles (1)[6]
2. Strengths and limitations of intellectual assessment (1,10)[6,7]
3. Critical issues related to cultural biases of testing (1,5)[6,7]
4. Ethical standards for assessment (1,10)[6,7]
5. Report writing and parent feedback (1,3,4,6,10)[4,6,8]
6. Basic assessment principles of rapport and managing the client (5,10)[6,8]
7. Kentucky's special educational referral process (1,3,6,8)[6,7]
8. Exceptional populations (e.g., learning disabilities, mental retardation) and how to assess them (1,3,5)[6,7]

The COE Conceptual Framework and the Theme of the Educator as a Reflective Decision Maker are addressed in this course by urging students to carefully review written feedback from the instructor on their written reports and test records and to set goals for improved performance.

The Theme of Diversity is explored in this course through lecture, selected readings, and review of the ethical code. The assessment of persons from diverse populations is a very important issue in assessment—students learn to recognize and appreciate individual differences, plan appropriately sensitive assessments, and provide feedback to parents in accordance with their understanding of the ethical code and readings/lecture from class.

Technology is addressed through the provision of current web resources related to assessment/evaluation and the use of computer scoring/interpretation programs throughout the course.

V. Content Outline: See attached

VI. Instructional Activities:

- A. Lecture, class participation, and discussion
- B. Test administration and interpretation with written reports and feedback

VII. Field, Clinical/Laboratory Experience:

- A. Students will practice administering and scoring the WJ-III Cognitive, WISC-IV, & WAIS-III
- B. Students will practice integrating and interpreting information from allied procedures (e.g., interviews, behavior observations).
- C. Students will practice written and oral interpretation of test results.

VIII. Resources:

Text: Sattler, Jerome (2001) *Assessment of children: Cognitive applications*, Fourth Edition (Required) & Sattler/Dumont Supplement

Selected Readings from Flanagan, Genshaft, and Harrison, *Contemporary Intellectual Assessment*(Provided)

WJ-III Examiner Training Workbook (provided)

IX. Grading Procedures

Listed below are the grading requirements for this class. An incomplete (INC) will be given only in extremely unusual circumstances. You may administer/interpret/write additional tests should the need arise (as indicated by the instructor) to meet the competencies this course is designed to teach. Students enrolled in this course are encouraged to reflect upon the social and ethical responsibility they are assuming in undertaking this area of professional development. This course requires a significant amount of time (approximately 6 hours per assignment) and effort to master the course objectives. Students are encouraged to read the assigned materials, examine test materials, and read the manuals for each test as soon as possible. Students are also expected to participate in class discussions and assigned activities.

Grades will be earned using the following guideline.

2 Exams	50 pts each
3 WJ-III reports	10 pts each
4 WJ-III protocols	10 pts each
1 WJ-III Video	Scored pass/fail
2 WISC-IV reports	10 pts each
2 WISC-IV protocols	10 pts each
1 WAIS-III report	10 pts
1 WAIS-III protocol	<u>10 pts</u>
	230 pts total
	“A” = 207 pts
	“B” = 184 pts
	“C” = 161 pts

Protocol and Report Scoring Criteria: Each error in scoring and technical administration is counted as one-half error. Age and score conversion errors will count as one error. Scoring errors requiring fine distinctions in judgment will not be penalized but will be corrected and discussed. Reports will be graded using the attached Feedback form. The video will be graded using the criteria provided in the WJ-III Examiner Training Workbook

Note: **This is a competency-based course.** Grades below “B” are unacceptable for persons entering the school psychology or IIA endorsement programs. Failed videos will be reassigned.

X. Attendance Policy

This course adheres to the policy published in the MSU Graduate Bulletin.

XI. Academic Honesty Policy:

(Adopted by Board of Regents, February 14, 1975)

Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work.

Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

In addition, providing feedback to examinees or their parents will result in a 0 for the activity or course failure. You must write your own reports, although you can consult with other persons in the course. Do not use the reports from other persons who have taken this course as a model for your own.

Tentative Course Schedule (Spring 2007)

<u>Date</u>	<u>Subject</u>	<u>Readings</u>
1/18	Introduction; review syllabus Myths of IQ testing; Role of IQ testing WJ3 test kits assigned	
1/25	Measurement concepts; WJ3 intro WJ3 video review	WJ-III Workbook & Examiner's Manual
2/1	Theories of intelligence; WJ3 interp	FGH Handouts Ch. 5, 6
2/8	WJ3 protocol due ; testing children Report writing	Ch. 1, 2, 21
2/15	Developmental history Ethics; Referral	Handouts Ch. 3
2/22	WJ3 protocol + report due ; WISC4 review; WISC4 kits assigned	Handouts Sattler Supplement Handouts
3/1	WISC4 interpretation	
3/8	Test 1; WJ3 protocol + report due	
3/15	WISC4 protocol + report due ; WISC4 interpretation continued	Handouts
3/22	Spring Break	
3/29	GED accommodations	
4/5	WJ3 protocol + report due Learning disabilities	Handouts
4/12	WISC4 (protocol + report) due Borderline intellectual functioning	Handouts
4/19	WAIS3 Review; Mental retardation	Ch. 12,13
4/26	WJ-III Video due; WAIS3 protocol + report due Giftedness; WAIS3 interpretation	
5/3	Test 2 ; Instructor evaluation	

General Testing Considerations

1. Each student is required to “supply” their own volunteer examinees for the course and is encouraged to begin locating examinees immediately (you will need at least 5 cooperative subjects). At least three of the examinees must be children ages 6 to 16 years, 11 months; two of the examinees can be adults. Parent permission or informed consent (see attached) must be obtained prior to testing. Providing any feedback to parents or the examinee regarding test performance or providing answers to the child at any time is unethical and a violation of test security and may result in dismissal from the course. No persons except you and the instructor are to know the score of any examinee. Do not present yourself as a representative of Murray State University or the Department of Educational Studies, Leadership, and Counseling.
2. You are to make no recommendations for psychological, educational, or medical treatment to the examinee or parents on the basis of your evaluation. You will be expected, however, to make recommendations in reports to or discussions with the instructor. If you have difficulty coping with an anxious parent who is pressing you for advice, consult the instructor.
3. Due to the intensity and time limitations of this course, test protocols and reports have specific due dates. Late assignments will result in a reduction in overall grade unless cleared with instructor. *Tests cannot be administered before they are assigned*—you must receive feedback on the previous test before you can administer another test.
4. Do not test your own children, spouse, partner, or parents. However, you may exchange children and relatives with classmates. On the test booklet, designate examinees by their first name and initial of their last name.
5. All test booklets will be provided. Always attach the completed Consent Form to the front of the protocol and the Checklist for Rating Psychoeducational Reports to the front of each report. All materials must be turned in in an envelope to protect the confidentiality of the examinees.
6. Keep reports, protocols, and test materials in a safe place. Do not share items or concepts in the tests with non-assessment personnel under any circumstances. You are ethically and financially responsible for the test kit.
7. Record all examinee responses *neatly and clearly using pencil*. Scoring cannot be checked unless the record book is legible.

Checklist for Rating Psychoeducational Reports

Examiner: _____

Date: _____

Examinee: _____

Assignment Number: _____

Test Name(s): _____

Rating Scale: 10 = Excellent

5 - 6 = Below Average

8 - 9 = Above Average

1 - 4 = below Average to poor

7 = Average

Rating

- | | |
|---|----------------------|
| 1. Observations and Relevant Background Factors
(clear, relevant, complete, logical) | 10 9 8 7 6 5 4 3 2 1 |
| 2. Results (accurate tables, accurately reported in text)
and Interpretations (accurate and meaningful, consistent
with available data, lack of incongruities, linked to the
classroom or vocation, linked with existing data) | 10 9 8 7 6 5 4 3 2 1 |
| 3. Recommendations (logical, realistic,
based upon obtained data) | 10 9 8 7 6 5 4 3 2 1 |
| 4. Integrated Summary (contains only essential facts and
interpretation, logical) | 10 9 8 7 6 5 4 3 2 1 |
| 5. Style and Communication (comprehensible for a novice
reader, explanations clearly communicated, sentences not too
long/too short, no first person or fragments, personalized
vs generalized style) | 10 9 8 7 6 5 4 3 2 1 |
| 6. Spelling/Grammar (subject/verb agreement, consistent
tense, evidence that report was carefully proofread) | 10 9 8 7 6 5 4 3 2 1 |
| 7 Overall Rating (#2 is weighed more than others) | 10 9 8 7 6 5 4 3 2 1 |

CONSENT FOR TEST ADMINISTRATION

I give permission for my child to be administered the individual tests listed below:

I fully realize that _____ is taking a testing course, which is designed to help him/her become proficient in administering, scoring, and interpreting various tests. Because the student is gaining experience, I acknowledge that the test results may be invalid and that the student will not be reporting any results to me.

Parent Signature

Date

CONSENT FOR TEST ADMINISTRATION

I give permission for my child to be administered the individual tests listed below:

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