

# Psychoeducational Assessment

Clinton E. Field, Ph.D.

## Class Information

Psychology 6410  
Spring 2007  
Education Bldg Rm 409  
Mon 10 a.m. – 1 p.m.

## Office Information

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Hours: T/Th 8-9 a.m. or by appointment

## Required Text

Sattler, J. M., & Hoge, R. D. (2006). *Assessment of children: Behavioral, social, and clinical foundations* (5<sup>th</sup> ed.). La Mesa, CA: Jerome M. Sattler.

Sattler, J. M. (2002). *Assessment of children: Cognitive applications* (4<sup>th</sup> ed.). La Mesa, CA: Jerome M. Sattler.

## Course Description

This course is designed for graduate students in psychology. The emphasis of this course is on learning to administer several standardized assessments commonly used in clinical and school settings. This is a "doing" course and the focus is largely on expanding your assessment administration repertoire. This requires awareness or knowledge and skill demonstration. Thus, it is changes or growth in your knowledge and skills that I will be assessing throughout this course. The course should be approached as a challenging one given the extensive content covered in a short period of time and the work intensive nature of course assignments.

## Course Objectives

1. Students should understand the importance of psychometric properties, standardization criteria, appropriate uses, and strengths/limitations in utilizing standardized assessments. Armed with this knowledge and having been trained in the use of alternative standardized measures, it is expected that students will develop the ability to self-train to standardization criteria when exposed to novel measures in the future.
2. Students will learn the intended and appropriate uses of several standardized measures. This understanding will yield the ability to appropriately select tests for a given assessment situation.
3. Students will demonstrate success in administering measures according to standardized specifications.
4. Students will demonstrate success in completing and scoring measure protocols and forms.
5. Students will demonstrate success/accuracy in interpreting assessment scores/results.
6. Students will demonstrate success/accuracy in communicating assessment results via written reports.

7. Students will demonstrate awareness of issues and factors to be considered when engaging in standardized assessment.
8. Students will demonstrate the ability to utilize a professional style in making group presentations.

## Course Assignments

Course objectives (co) are linked to course assignments within parentheses.

1. Students will complete three "in class" presentations. Presentations will focus on detailed subtest administration instruction and demonstration/practice. Presentations will be approximately 25 minutes in length (this expectation may be adjusted depending on class size) and will be graded according to (a) professionalism, (b) standardization rules, (c) scoring/interpretation, (d) demonstration/practicality, and (e) timeliness. Additional details will be provided in class. (co: 1, 2, 7, 8)
2. Test administration will be conducted within class on three occasions. Students must come prepared to take a random turn in administering subtests of a specified test. All students will simultaneously complete scoring protocols. This constitutes "live training" under analog conditions and should be approached seriously. Performance will be graded according to (a) confidence in administration, (b) smoothness of administration, (c) adherence to standardization/administration guidelines and rules, (d) development of rapport, and (e) troubleshooting/problem solving. Additional detail will be provided in class. (co: 1, 3, 4, 7)
3. Written reports will be required in association with each of the three assessments administered within class. Reports will be due the week following administration and should be accompanied by the scoring protocol. Reports will be scored according to (a) legibility of scoring protocol, (b) accuracy in completion of scoring protocol, (c) writing quality/understandability/format, and (d) quality of interpretation. Additional detail will be provided in class. (co: 1, 3, 4, 5, 6)
4. Two integrative written reports will be completed. These will be scored according to (a) writing quality/understandability, (b) extent/quality of interpretation, (c) degree of integration, and (d) quality of recommendations. Additional detail will be provided in class. (co: 2, 4, 5, 6)
5. Each student will formally present information/data/administration guidelines for a specified measure during an extended class presentation. Presentations should be 50 minutes in duration and should familiarize class members **thoroughly** with all information needed to appropriately select and administer the measure. A handout should accompany your presentation, summarizing critical information about the measure. The presentation will be scored according to (a) timeliness, (b) professionalism, (c) content covered, (d) depth of understanding, and (e) quality of handout. Presentations will occur on April 18 and 25, 2005. Additional detail will be provided in class. (co: 1, 2, 3, 4, 5, 7, 8)
6. There will be a 10-point quiz for special topic readings assigned each week. Quizzes will consist of 10 questions and will be completed online via WebCT. Quizzes are not open book. There will be a 10-minute time limit for each quiz. Quizzes will open at 5 p.m. on the day of class and close at midnight on the night before the following class. Since you have a week to take the quiz, no excuses will be accepted for missing a quiz. Occasional extra credit opportunities will emerge as extra questions on quizzes. (co: 1, 2, 7)

## Grading

Course Assignments	Number	Points Each	Points Possible
in-class presentations	3	20	60
quizzes	11	10	110
measure presentation	1	50	50
test administration	3	30	90
scoring and report writing	3	30	90
integrative reports	2	30	60
total points			460

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	below 60

**Note:** partial percentages will not be rounded at the end of the semester. Lines between grades are drawn at .5. Anything below .5 will earn a lower grade. Scores at .5 or greater will earn a higher grade. For example, a score of 93.499 will earn an A-. A score of 93.500 will earn an A.

## Course Attendance and Assignment Deadlines

Missed classes are unacceptable unless the absence has been previously excused. Any assignment turned in late will lose 5 points per day that it is late.

## Repeating Assignments

Since this is a course that deals with norm-based measures (measures with extensive standardization rules), mastery of content and accuracy in presentation is critical and required. You cannot receive a passing grade in the course if you are unable to meet standardized requirements. In the event that a student makes multiple standardization violations during test administration or fails to incorporate feedback in report writing, assignments may be repeated. Failed test administration will result in submitting a recorded assessment session with a volunteer subject.

## Academic Honesty

Plagiarizing, cheating, or violating other reasonable standards of academic behavior will not be tolerated. Consequences for students who engage in such behavior range from assignment-specific grade adjustment (a zero on an exam, assignment, or essay) to failure of the course. Complete definitions are available in the course catalogue (catalogue, p. 21).

## **Disability Policy**

Students with physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Week	Topic/Activity	Reading Assignment	In-class Activities	Assignment Due (class start)
1—January 8	Introduction, syllabus review, report writing, format/style ST: Testing Children	Chapters 1 and 2 (blue) ST: Chapter 7 (blue)	lecture/discussion	
2—January 15	NO CLASS			
3—January 22	Woodcock Johnson-III (WJ-III) Achievement Battery ST: Learning Disabilities	Chapter 17 (blue) (pp. 576-577, 585-587) WJ-III manual ST: Chapter 16 (brown)	WJ-III overview/orientation learning disabilities	
4—January 29	WJ-III ST: Learning Disabilities	WJ-III manual ST: Chapter 17 (brown)	WJ-III presentations	WJ-III presentations
5—February 5	WJ-III ST: Report Writing	WJ-III manual ST: Chapter 21 (blue)	WJ-III test administration	WJ-III test administration/demonstration
6—February 12	Stanford Binet Intelligence Scale V (SB5) ST: Cultural Fairness	Chapter 9 <i>Theories of Intelligence and the Binet Scales</i> (in-class distribution) SB5 manual ST: Chapter 20 (blue)	SB5 overview/orientation	WJ-III scoring protocols and report
7—February 20	SB5 ST: ADHD	SB5 manual ST: Chapter 15 (brown)	SB5 presentations	SB5 presentations
8—February 26	SB5 ST: Visual Impairment	SB5 manual ST: Chapter 20 (brown)	SB5 test administration	SB5 test administration/demonstration
9—March 5	Universal Nonverbal Intelligent Test (UNIT) ST: Hearing Impairment	Chapter 16 (blue) UNIT manual ST: Chapter 21 (brown)	UNIT overview/presentation	SB5 scoring protocols and report
10—March 12	NO CLASS			
11—March 19	UNIT ST: Autism	UNIT manual ST: Chapter 22 (brown)	*UNIT presentations <b>and</b> test administration	*UNIT presentations <b>and</b> test administration
12—March 26	Vineland Adaptive Behavior Scales ST: Mental Retardation	Chapter 11 (brown) ST: Chapter 18 (brown)	Lecture on adaptive assessment and assessment of mental retardation Handout material for Integrative Report 1	UNIT scoring protocols and report
13—April 2	Curriculum Based Assessment (CBA) ST: Idiographic/Behavioral Assessment	TBA	Lecture on CBA Handout materials for Integrative Report 2	Integrative Report 1
14—April 9	Functional Assessment/Analysis ST: Idiographic/Behavioral Assessment	TBA	Lecture on Functional Assessment/Analysis	Integrative Report 2
15—April 16	Class Presentations (WPPSI, WIAT, WASI)	none	presentations	presentations
16—April 23	Class Presentations (WRAT, Battelle, Bayley)	none	presentations	presentations

\* This week presentations will be 15 minutes in length. You will administer the same subtest you present due to a missing week.