

9-2003

PSYC 515.01: Psychological Evaluation

Susie Morrison

University of Montana - Missoula

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Morrison, Susie, "PSYC 515.01: Psychological Evaluation" (2003). *Syllabi*. 1289.
<https://scholarworks.umt.edu/syllabi/1289>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

PSYCHOLOGICAL EVALUATION

PSYCHOLOGY 515/525

Instructor: Susie Morrison, Ed.S.

Office: Skaggs 370

Phone: 243-5763, home 543-4236

Office Hours: Monday, 3:00 to 4:00, or call for an appointment

PURPOSE

This course is designed to introduce you to individual, psychological, clinical evaluation techniques. It will focus on intelligence assessment, but the principles and approaches will generalize through subsequent courses to other behavioral domains. It is assumed that you will receive additional instruction and practicum supervision prior to using intelligence or other techniques with clients.

OBJECTIVES AND EVALUATION OF YOUR WORK:

1. You will become knowledgeable about and be able to discuss historical and current theories regarding intelligence, the inferential bases of intelligence, issues of cultural bias in intelligence assessment, and issues in exceptional child evaluation. You will be given feedback regarding your discussions of these topics through our mid-term and final learning activities essays.
2. You will learn how to carry out psychometrically sound analysis of the instruments you administer and about the limitations of such analyses. The analysis you do in preparing to write reports will each be reviewed for correctness of procedure.
3. You will learn basic psychological report formats and develop your report writing skills. You will receive constructive feedback on each of the reports you write.
4. You will learn to administer and score selected intelligence tests according to standardized procedures. We will observe you administering and provide structured feedback regarding each of the selected tests. We will check and correct your scoring on all the test protocols you turn in.

LECTURE TOPIC OUTLINE AND READINGS (required texts: Contemporary Intellectual Assessment, edited by Flanagan, Genshaft, & Harrison, and Clinical Assessment of Child and Adolescent Intelligence, by Kamphaus.

9/2/03 Introductions, scheduling, review syllabus, review Chapter 18 in CIA.

9/4/03 History of Intelligence testing

CIA chapters 1-3

CIA appendices A, B, and C

Kamphaus, chapter 1

- 9/9/03 Theories of Intelligence
CIA chapters 4,5
Kamphaus, chapter 2
- 9/11/03 Theories of Intelligence, cont., and Research Findings
CIA, chapters 6-9
Kamphaus, chapter 3
- 9/16/03 Cultural Bias in Intelligence Testing
CIA, chapter 26
Kamphaus, chapter 6
- 9/18/03 Analysis of Instruments
Kamphaus, chapters 4 & 5
- 9/23/03 Analysis and Administration of the Wechsler Scales
Kamphaus, chapter 8
- 9/25/03 Wechsler Scales continued
- 9/30/03 Report Writing
Kamphaus, chapters 17 and 18
- 10/2/03 Utility of Intelligence tests
CIA 22, 23
- 10/7/03 Student presentation, WPPSI
Case studies
- 10/9/03 Student presentation, Stanford Binet, Kamphaus chapter 9
Case studies
- 10/14/03 Student presentation UNIT, CIA chapter 14
Case studies
- 10/16/03 Student presentation Bayley
Case studies
- 10/21/03 midterm
- 10/23/03 Student presentation K-ABC, Kamphaus chapter 10
Case studies
- 10/28/03 Student presentation Batelle
CIA chapter 24, Utility of IQ tests for preschoolers

10/30/03 Student presentation CIA chapter 25

11/4/03 Student presentation, Kamphaus chapter 7

11/6/03 Student presentation, Kamphaus chapter 20
Case study

11/11/03 HOLIDAY!!!!

11/13/03 Student presentation, Kamphaus chapter 19
Case studies

11/18/03 Student presentation, Woodcock Johnson Tests of Cognitive Ability
Case studies

11/20/03 Student presentation, CTONI
Case studies

11/25/03 Student presentation, K-BIT
Case studies

11/27/03 HAPPY THANKSGIVING!

12/2/02 Play Assessment Video

12/4/03 Case studies

12/9/03 Case studies

12/11/03 Case studies

12/16/03 FINAL

PLEASE BE ADVISED THAT THIS SCHEDULE OF READINGS AND PRESENTATIONS MAY CHANGE IN THE EVENT OF DELAYS OR UNEXPECTED CIRCUMSTANCES.

LAB ASSIGNMENTS:

You will each be required to administer the WAIS-III and WISC-IV each three times. You will be required to score the protocols (scoring forms) and write reports. A School Psychology professor must observe you during one WAIS-R and one WISC-IV administration.

You will also be required to read through the WPPSI manual.

COURSE REQUIREMENTS:

You are expected to attend class. Please phone Susie Morrison at 243-5763 if you are unable to attend. If you miss class, you will be expected to make up any work you missed. If you have more than 3 unexcused absences, your grade will drop one letter.

GRADING:

Attendance and participation 10%

Midterm 15%

Final 15%

Presentation 10%

Testing (administration, scoring, report writing, interpretations) 50%

CASE STUDIES: By case studies, please bring in the protocols of the Wechsler tests you have administered, and as a class we will review the results. This will aid in the interpretation of cognitive assessments, and you will have the opportunity to resolve administration and scoring questions.

PRESENTATIONS: Each of you will be assigned one presentation. If you are to present about a particular cognitive assessment, please include the following:

Name of the test

General Description (what this test is used for (purpose), what population, testing time)

Structure (types of scales)

Standardization (norms, reliability, validity)

Abbreviated demonstration of how to administer the test

Interpretation

Strengths/Weaknesses

1-2 page outline of the test

If you are presenting a book chapter, please include an outline of the chapter to share with the class and summarize the chapter orally. Be as creative as you like, including questions and examples.

Midterm and Final: Essay questions about material discussed in class and through readings.

If you are a student with an identified disability, it is your responsibility to inform me, at the outset of this course, of the disability and the way(s) in which I may be able to accommodate your needs. I will consult with Disabled Student Services and arrange for the needed accommodations.

Please, children and cell phones can be a disruption in class. Therefore, please refrain from bringing them. However, if a crisis or important situation arises, please contact Susie Morrison so arrangements can be made.