A. Protocol

Course Name: Individual Psychological Evaluation I with Practicum
Course Number: PSY 722
Credits: 3
Prerequisites: PSY 721 – Advanced Tests and Measurements
Maximum Class Size (face-to-face): 20
Maximum Class Size (online): N/A
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

Special Note:

The goal of the School Psychology Program is to develop school psychologists who will function as effective problem solvers in schools. Consistent with that goal, this course partially satisfies Program requirements in the general area(s) of knowledge and skills.

Competencies Addressed:

Assessment – data collection through informal or formal procedures in a context that is responsive to the individual needs of the client. This would include competency in test administration procedures, scoring, and interpretation of evaluation results. Emphasis is placed on the synthesis of assessment data to ensure valid and reliable results that can be utilized in the development of an appropriate intervention (i.e., problem solving).

Professional School Psychology – knowledge of professional topics in school psychology including: the roles and functions of school psychologists in school and non-school settings; legal, professional and ethical standards; the organization and operation of schools; and diversity.

Intervention – knowledge, design, and implementation of strategies, including counseling, for behavioral or academic problems.

1) Provide the student with a comprehensive understanding of the problems involved in the individual measurement of intelligence.

2) Review theoretical and research background, issues of cultural diversity and
bias relating to the changing components in intelligence reflected in individual tests utilized with infants and children.

3) Review the historical and current problems in measuring intelligence, including a review of the mental age concept and the development of the Stanford-Binet Intelligence Scale: Fifth Edition.

4) Provide the student with skill in the administration and scoring of the Stanford-Binet: Fifth Edition under standard conditions with a diverse population.

5) Provide the student with a understanding of the purpose and format for reporting test results, skill in the interpretation of results, and experience in writing psychodiagnostic reports.

6) Demonstrate the use of intelligence tests designed for younger children, including the Bayley II and the K-ABC-II.

7) Provide the student with experience and understanding of the use of the Bender Visual Motor Gestalt Test as a measure of visual perceptual motor development.

8) The student will gain intensive, supervised, practical experiences in the administration, scoring, interpretation and report writing components with intelligence tests.

9) Provide the student with an understanding of the significance of special factors (cultural, socio-economic, physical, affective, etc.) involved with intelligence testing.

C. Catalog Description:

Emphasizes theory and competence in the administration, scoring, and interpretation of the Stanford-Binet Intelligence Scale V, and the Bender Visual Motor Gestalt Test. Extensive supervised practice in the administration, scoring, and interpretation utilizes subjects aged two to adult. Theory and experience with other infant and child measures of intelligence such as the Bayley II and the K-ABC–II are included. Psychological report writing is stressed.

D. Outline of the Course:

1) Lecture Outline of Topics Covered:
   a) General issues of psychological evaluation, measurement, and theories of intelligence. Standardized testing procedures.
c) The Bender Visual Motor Gestalt Test—Koppitz & Watkins scoring systems.

d) Report writing and application of results.

e) Demonstration of the Bayley Infant Scales II and the Kaufman Assessment Battery for Children-II.

2) Practicum Experiences:

   a) The administration, scoring, and report writing components of this course constitute a 45 hour practicum.
      1) Students will practice test administration, scoring and report writing;
      2) Students will observe assessment, MDT and IEP meetings in schools;
      3) Practicum will include observation of or working with a child or referred individual of diverse background.

Practicum Requirements

Objectives:

The practicum experiences of this course address Program goals related to assessment practices, professional school psychology, and intervention planning.

Activities:

1) Each student administers and scores six (6) Binet V protocols, six (6) Bender Gestalt tests, and one (1) Bayley II or K-ABC-II. The student demonstrates competency in administration of the Binet V by means of two (2) video taped administrations. Approximately 25 hours will be devoted to these experiences.

2) The student writes three (3) psychological reports, including data based recommendations, using the Binet V and the Bender Gestalt. These activities require 15 hours of practicum experience.

3) The student will observe Interns conducting case studies in the School Psychology Clinic, including intake interviews, assessment and parent conferences. This will require 3 hours of practicum experience.

4) The student will interview and observe a school psychologist in the schools, in a prereferral conference, multidisciplinary team or IEP team meeting, or the assessment of a referred school aged child. The student will obtain a sample or copy of an evaluation report or IEP for that child. This practicum experience will require two (2) hours of experience in the school setting.
Evaluations/Feedback:

The course professor, in conjunction with school personnel where appropriate, will evaluate the student’s performance in terms of the test protocols, written reports, videotaped administrations, and professional skills using scoring rubrics and practicum evaluation forms (see Appendix A). Corrective feedback is provided to the student concerning these experiences.

E. Teaching Methodology:

1) Traditional Classroom Methodology
2) Online Methodology
   Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

F. Text:

G. Assessment Activities:

1) Traditional Classroom Assessment
   a) Lecture
   b) Demonstration of testing procedures
   c) Discussion of problems in testing
   d) Video demonstrations of test sessions

   e) Texts and Other Study Materials:

      1. Lecture Textbook(s):

      2. Laboratory Textbooks and Materials:
         a. Stanford-Binet Intelligence Scale: Fifth Edition. Test kit and the administration and scoring manual, the interpretative and technical manuals.
         b. Videotapes of test sessions.
         c. The Kaufman Assessment Battery for Children-II test kit and manuals.
         d. The Bender Visual Motor Gestalt kit, Koppitz and Watkins scoring systems.
         e. Bayley Infant Scales II kit and manual.
3. Other: Educational and Psychological Journals

e) Tests: None

f) Papers:

1. One research article abstract.

g) Special Projects:

1. Six protocols of the Binet V administration and scoring.

2. Two administrations of the Binet (by videotape or in person).

3. One protocol of K-ABC-II or Bayley II administration.

4. Three written psychological reports.

5. Six Bender administrations with scoring and interpretations.

2) Online Assessment

H. Accommodations for Students with Disabilities:

Accommodations for Students with Disabilities

Students with disabilities:
• Reserve the right to decide when to self-identify and when to request accommodations.
• Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
• Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
• Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:
• Location: Azorsky Hall – Room 105
• Phone: (724) 938-5781
• Fax: (724) 938-4599
• Email: osdmail@calu.edu
I. Supportive Instructional Materials, e.g. library materials, web sites, etc.


J. Proposed Instructors:

Any Psychology Department faculty member.

K. Rationale for the Course:

L. Specialized Equipment or Supplies Needed:

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
2. Does the course require additional physical resources? (Please explain)
3. Does the course change the requirements in any particular major? (Please explain)
4. Does the course replace an existing course in your program? (If so, list the course)
5. How often will the course be taught?
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

P. Provide Approval Form (electronically).

Additional Guidelines
The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.

3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. The advisement sheets must also include the committee approval date and the effective date on the advisement page. Submit this request on the Advisement and/or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.