I. **Course Title:** Individual Psychological Evaluation I with Practicum

**Course Number:** PSY 722

**Credits:** 3

**Date of Revision:** July 2005

II. **Course Prerequisite(s):** PSY 721 – Advanced Tests and Measurements

III. **Catalogue 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.

IV. **Course Objectives:**

**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.
IV. Course Objectives (continued):

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

B. 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.

C. 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.

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

E. 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.

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

G. 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.

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

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

V. Course Outline:

A. Lecture Outline of Topics Covered:


V. **Course Outline (continued):**


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

B. **Practicum Experiences:**

1. The administration, scoring, and report writing components of this course constitute a 45 hour practicum.
   a. Students will practice test administration, scoring and report writing;
   b. Students will observe assessment, MDT and IEP meetings in schools;
   c. 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:**

A. 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.

B. 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.

C. 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.
V. Course Outline (continued):

Practicum Requirements (con’t)

D. 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.

VI. Teaching Methodology:

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:

V. Stanford-Binet Intelligence Scale: Fifth Edition. Test kit and the administration and scoring manual, the interpretative and technical manuals.

VI. Videotapes of test sessions.

VII. The Kaufman Assessment Battery for Children-II test kit and manuals.

VIII. The Bender Visual Motor Gestalt kit, Koppitz and Watkins scoring systems.

IX. Bayley Infant Scales II kit and manual.
VI. **Teaching Methodology:**

3. **Other:**

   Educational and Psychological Journals

VII. **Evaluation of the Student:**

A. **Tests:** None

B. **Papers:**

   1. One research article abstract.

C. **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.

VIII. **Bibliography:**


VIII. Bibliography (continued):


