I. **Course Title:** Individual Psychological Evaluation II with Practicum  
**Course Number:** PSY 723  
**Credits:** 3  
**Date of Revision:** September 2006

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

III. **Catalogue Description:**

This course emphasizes the theoretical underpinnings of intellectual assessment and the development of competence in the administration, scoring, and interpretation of the Wechsler Scales: WISC-IV, WPPSI-III, and WAIS-III. Attention is directed toward the use of these scales in measuring intellectual levels, identifying cognitive strengths and weaknesses, and developing research-based interventions. Practicum experiences are an integral component of this course.

IV. **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; and diversity.

**Intervention** – knowledge, design, and implementation of strategies for academic problems.

V. **Course Objectives:**

The following objectives will be mastered through readings, lecture, discussion and practicum experiences.

**A.** The student will describe technical data concerning the standardization, reliability, and validity of the Wechsler Intelligence Scale for Children – Fourth Edition, (WISC-IV), the Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III), and the Wechsler Adult Intelligence Scale-Third Edition (WAIS-III).
V. Course Objectives (continued):

B. The student will describe the results of factor-analytic studies of the WISC-IV, WPPSI-III, WAIS-III.

C. The student will describe the cognitive skills measured by each WISC-IV, WPPSI-III, and WAIS-III subtest.

D. The student will become aware of and discuss the implications of diversity variables (e.g., cultural, SES) as they pertain to the administration and interpretation of test results.

E. Using profile analysis techniques, the student will appropriately interpret the results of the WISC-IV, WPPSI-III, and WAIS-III and generate relevant, research-based recommendations.

F. The student will describe various short forms of the WISC-IV, WPPSI-III, and WAIS-III, and the advantages and disadvantages of using short forms.

The following objectives will be mastered through **practicum** activities:

G. The student will demonstrate competence in the administration of the WISC-IV, WPPSI-III, and WAIS-III, including the establishment of rapport with examinee.

H. The student will accurately score responses to each WISC-IV, WPPSI-III, and WAIS-III subtest and correctly determine subtest, scale, and total test score.

I. Using profile analysis (Sattler, 2001) and Sattler's report format, each student will write interpretive reports that link assessment results to remedial strategies, based on their analysis and synthesis of Wechsler scores.

VI. Course Outline:

A. Overview of Individual Intelligence Testing-Review of Statistical Concepts

B. WISC-IV
   1. Standardization, reliability, validity
   2. Types of scores
   3. Subtests
   4. Administration
   5. Short Forms
   6. Assets and Limitations
   7. Interpretation-Profile Analysis
   8. Factor analysis and factor scores
VI. Course Outline (continued):

C. WAIS-III
   1. Use in the public schools
   2. Standardization, reliability, validity
   3. Types of scores
   4. Subtests
   5. Administration and scoring
   6. Assets and Limitations
   7. Interpretation-Profile Analysis
   8. Factor scores

D. WPPSI-III
   1. Use in the public schools
   2. Standardization, reliability, validity
   3. Types of scores
   4. Subtests
   5. Administration
   6. Assets and Limitations
   7. Interpretation-Profile Analysis
   8. Factor scores

E. Wechsler Scales: General Considerations
   1. Integration of results into a comprehensive psychological report
      a. Basic Components of Reports
      b. Key elements of report writing
         1. Organization
         2. Synthesis data
         3. Clear and concise
   2. Developing research-based recommendations from test data
      a. Memory/attention
      b. Reading
      c. Ability-based
   3. Cultural variables and assessment results
      a. Impact of language on test performance
      b. Impact of cultural learning-style on performance

Practicum Requirements:

Objectives:
The practicum experiences of this course address Program goals related to assessment practices, intervention planning, and professional school psychology.
VI. **Course Outline (continued):**

**Activities:**
A. Each student administers and scores 9 WISC-IVs, 1 WPPSI-III, and 2 WAIS-III. Each student must demonstrate competency in the administration of the WISC-IV by means of a videotaped administration deemed acceptable by the course instructor.

B. Each student submits completed record booklets for each administration of the WISC-IV, WPPSI-III, and WAIS-III. Booklets are reviewed by the instructor for scoring accuracy, accurate establishment of basils and ceilings, accurate order of item administration, complete recording of examinee's responses, etc…

C. Using profile analysis techniques, each student interprets the results of 3 case studies based on Wechsler Scale tests and compiles written reports that include data-based recommendations.

**Evaluations/Feedback:**
Student performance will be evaluated using scoring rubrics (See Appendix A) and practicum evaluation forms. Feedback will be provided based on the evaluation results.

VII. **Teaching Methodology:**

A. Lecture/Discussion

B. Live and video demonstrations of test administration and scoring

C. Small group practice of test administration and scoring

D. Review of sample interpretive reports

E. Critique by the instructor of each student's completed record booklets, videotaped test administrations, and interpretive reports. One-on-one tutorials, as necessary.

F. Performance exercises requiring students to score, interpret, and write reports based on real case data.
VII. Teaching Methodology (continued):

G. Texts and Other Study Materials:

1. Texts:


2. Computer programs, Audiovisual material:

   a. Wechsler computer scoring demonstration.
   b. Videotapes of test administrations.

VIII. Requirements and Evaluation of the Student:

A. Each student submits for the instructor's critique, a videotaped administration of the WISC-IV. If the tape submitted is found to be unacceptable (i.e., serious standardization violations noted), additional submissions are required.

B. Each student submits completed record booklets (administrations) for 9 WISC-IVs, 2 WAIS-IIIIs, and 1 WPPSI-III. Two WISC-IV booklets will be scored for credit toward the final grade. The preliminary test booklets will not be graded; however, failure to complete them will result in an incomplete for the course. At least two of the evaluations must be completed with students from diverse (e.g., ethnicity, SES) backgrounds.

C. Simulations: Each student submits, following Sattler's format and using profile analysis, written interpretations of 3 Wechsler Scale test results including data-based recommendations.
VIII. Requirements and Evaluation of the Student (continued):

D. The final grade will be determined as follows:

1. Three in-class scoring exercises (10 points each).
2. Three reports on the Wechsler Scales completed in class (10 points each).
3. Two WISC-IV test booklets (10 points each).
4. Final Test (multiple choice) on basic concepts presented throughout the course.

E. Evaluation criteria: *(See Appendix A)*

1. Scoring Rubric for scoring Wechsler Scale
2. Scoring Rubric for administration of Wechsler Scale
3. Scoring Rubric for interpretation of Wechsler Scale

IX. Bibliography:


IX. **Bibliography (continued):**


