

Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP AND COUNSELING

COURSE PREFIX: CNS COURSE NUMBER: 690

CREDIT HOURS: 3

I. TITLE: Advanced Individual Testing

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Supervised practice in the administration and interpretation of a variety of individual cognitive, memory, and adaptive tests such as the KABC-II, WAIS-IV, UNIT, SIB-R, and BASC-II. This class is designed solely for school psychology students and those school counselors seeking the Individual Intelligence Assessment Endorsement. Prerequisites: **Prerequisite(s):** CNS 689 and permission of instructor.

III. COURSE OBJECTIVES:

(NASP domains are in parentheses. EPSB standards are in italics. Students will gain knowledge of:

- A.** individual testing, measurement concepts, and appraisal principles (1) *Diversity*;
- B.** strengths and limitations of intellectual assessment (1,10) *Diversity*;
- C.** critical issues related to cultural biases of testing (1,5) *Diversity, Ethics*;
- D.** ethical standards for assessment (1,10) *Diversity, Ethics*;
- E.** report writing and parent feedback (1,3,4,6,10) *Leadership*;
- F.** basic assessment principles of rapport and managing the client (5,10);
- G.** Kentucky's special educational referral process (1,3,6,8) *Diversity*; and
- H.** exceptional populations (e.g., learning disabilities, mental retardation) and how to assess them (1,3,5) *Literacy*.

IV. CONTENT OUTLINE:

See attached

V. INSTRUCTIONAL ACTIVITIES:

- A.** Lecture, class participation, group activities, and discussion
- B.** Test administration and interpretation with written reports and feedback

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

- A.** Students will practice administering and scoring the WISC-IV, KABC-II, memory tests and BASC2
- B.** Students will practice integrating and interpreting information from allied procedures (e.g., interviews, behavior observations).
- C.** Students will practice written and oral interpretation of test results.

VII. TEXT(S) AND RESOURCES:

- A.** Sattler, Jerome. Assessment of children: Behavioral and clinical applications (most recent edition)
- B.** NASPonline.org

C. KDE website

VIII. EVALUATION AND GRADING PROCEDURES:

Listed below are the grading requirements for this class. An incomplete (INC) will be given only in extremely unusual circumstances. You may administer/interpret/write additional tests should the need arise (as indicated by the instructor) to meet the competencies this course is designed to teach. Students enrolled in this course are encouraged to reflect upon the social and ethical responsibility they are assuming in undertaking this area of professional development. This course requires a significant amount of time (approximately 6 hours per assignment) and effort to master the course objectives. Students are encouraged to read the assigned materials, examine test materials, and read the manuals for each test as soon as possible. Students are also expected to participate in class discussions and assigned activities.

Grades will be earned using the following guideline.

1 Exam	100 points
3 KABC-2 protocols	10 pts each
1 KABC Video	20 pts
3 WISC-IV protocols	10 pts each
2 Memory batteries	10 pts each
3 SIB-R protocols	10 pts each
7 Reports	20 pts each
Parent/teacher feedback audio	20 pts
	390 pts total

“A” = 351 pts

“B” = 312 pts

Protocol and Report Scoring Criteria: Each error in scoring and technical administration is counted as one-half error. Age and score conversion errors will count one point. Scoring errors requiring fine distinctions in judgment will not be penalized but will be corrected and discussed. Reports will be graded using the attached Checklist for Rating Psychological Reports form.

Note: This is a competency-based course. Grades below “B” are unacceptable for the school psychology or IIA endorsement programs. Failed videos (< 17) will be reassigned.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with

established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:
Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII. OTHER REQUIRED DEPARTMENTAL OR COLLEGIATE COMMITTEE INFORMATION

- Providing feedback to examinees or their parents will result in a 0 for the activity or course failure.
- You must write your own reports, although you can consult with other persons in the course. Do not use the reports from other persons who have taken this course as a model for your own.
- Cell phones may be set to silent mode during class and emergency calls may be accepted
- Cell phones may not be used during exams
- Laptop computers are not permitted for use in the class
- All reports must be generated via word processor and submitted via email

Tentative Course Schedule

<u>Date</u>	<u>Subject</u>
	Ethics review; dev. history; Behavior obs. KABC-2 intro
	KABC administration & interpretation
	KABC interpretation cont. Behavior Disorders; BASC-3
	KABC prot. 1 due; BASC interp.
	KABC report 1 due
	ADHD assessment; KABC prot. 2 due

KABC/Obs/BASC Report 2 due
WISC-IV Introduction/Administration

KABC prot. 3 due
WISC Interpretation

KABC/Obs/BASC report due
WISC Prot 1 due
Adaptive behavior/SIB-R introduction

WISC Report 1 due
Parent/Teacher Feedback
Traumatic Brain Injury

WISC prot. 2 due; SIB-R/III protocol due
Memory Testing

WISC/SIB/Memory report due
Memory testing
SIB-R/III protocol due

WISC/Memory prots due
DSM-5, writing summary and recommendations

WISC/Memory/SIB-R/III Report due
KABC video due
Audio due
Case Studies

SIB-R/III protocol due via fax/email
Memory protocols due

Case Studies

Final exam

***Note: all reports will be based upon data provided by the instructor. Students will write behavior observations on the volunteer they tested—the actual test interpretation will be based upon scores provided by the instructor**

Assessment Requirements

1. Each student is required to “supply” their own volunteer examinees for the course and is encouraged to begin locating examinees immediately (you will need at least 3 cooperative subjects). All examinees must be children ages 6 to 16 years, 11 months. Parent permission (see attached) must be obtained prior to testing. Providing any feedback to parents or the examinee regarding test performance or providing answers to the child at any time is unethical and a violation of test security and may result in dismissal from the course. No persons except you and the instructor are to know the score of any examinee. Do not present yourself as a representative of Murray State University or the Department of Educational Studies, Leadership, and Counseling.
2. You are to make no recommendations for psychological, educational, or medical treatment to the examinee or parents on the basis of your evaluation. You will be expected, however, to make recommendations in reports to or discussions with the instructor. If you have difficulty coping with an anxious parent who is pressing you for advice, consult the instructor.
3. Due to the intensity and time limitations of this course, test protocols and reports have specific due dates. Late assignments will result in a reduction in overall grade unless cleared with instructor. Tests cannot be administered before they are assigned—you must receive feedback on the previous test before you can administer another test.
4. Do not test your own children. However, you may test nieces/nephews and exchange children and relatives with classmates. On the test booklet, designate examinees by their first name and initial of their last name.
5. All test booklets will be provided. Always attach the completed Consent Form to the front of the protocol and the Checklist for Rating Psychoeducational Reports to the front of each report. All materials must be turned in in an envelope to protect the confidentiality of the examinees.
6. Keep reports, protocols, and test materials in a safe place. Do not share items or concepts in the tests with non-assessment personnel under any circumstances. You are ethically and financially responsible for the test kit.
7. Record all examinee responses neatly and clearly using pencil. Scoring cannot be checked unless the record book is legible.
8. The data for your reports will be provided by the instructor and will include contrived developmental history information as well as contrived cognitive ability, academic achievement, adaptive behavior, and behavioral test data.

CONSENT FOR TEST ADMINISTRATION

I give permission for my child to be administered the individual tests listed below:

I fully realize that _____ is taking a testing course, which is designed to help him/her become proficient in administering, scoring, and interpreting various tests. Because the student is gaining experience, I acknowledge that the test results may be invalid and that the student will not be reporting any results to me.

Parent Signature

Date

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Parent Signature

Date

Name: _____ Date: _____

CNS 690 Protocol scoring Rubric
20 points

	Excellent	Proficient	Unsatisfactory
Demographic Information and relevant history	Includes all information (5 pts)	Includes half the information (2 pts)	Includes none of the information (0 pts)
Test Name and Description	Provides an in-depth, detailed summary of each area (2 pts)	Provides a summary of each area, but lacks details (1 pt)	Does not provide a summary of each area (0 pt)
List the subtest, standard score, confidence band, category, GE in table	Provides all required information (1 pt)	Provides some required information (.5 pt)	Provides none of the required information (0 pt)
Summary: describes reason for referral, demographic information, test performance, implications	Includes all components (3 pts)	Includes some components 1.5 pts)	Includes no components (0 pt)
Interpretations and Recommendations	Provides an in-depth, detailed interpretation of the testing results of each area and includes at least 2 recs (13 pts)	Provides an interpretation of the testing results of each area which includes at least 1 rec. (5 pts)	Does not provide an interpretation of each area or includes an interpretation but only includes one recommendation (2 pts)
Grammar/Spelling	0 - 1 errors (1 pts)	2- 4 errors (.5pt)	5 or more errors (0 pt)

This rubric is designed to assess the following School Psychology standards:

2.1 Data Based Decision Making

2.3 Interventions and Instructional support to Develop Academic Skills

2.8 Diversity in Development and Learning

2.9 Research and Program Evaluation