COURSE SYLLABUS OUTLINE
CNS 690 Advanced Intelligence Testing
Spring 2011
(For School Psychology and IIA Students only)

Department: Educational Studies, Leadership and Counseling

Credit Hours: 3 hours

Instructor: Mardis Dunham, Ph.D.
Office: 270-809-6466 3217 Alexander hall
E-mail: (marty.dunham@coe.murraystate.edu)

Class time: 5:00 - 8:00 Thursday 2109 Alexander Hall

Office Hours: All day Monday, Tuesday, Wednesday, Thursday
Before and after class as needed, or by appointment

I. Title: CNS 690 Advanced Intelligence Testing

II. Catalog Description: Supervised practice in the administration of a variety of children, adolescent, and adult intellectual assessment instruments. Prerequisite: CNS 683; CNS 689; consent of instructor.

III. Purpose: The purpose of this course is to provide theoretical knowledge and advanced skills in evaluating the intellectual, adaptive, and behavioral functioning of children and adolescents for school purposes. This course is also designed to provide students with the expertise needed to analyze psychometric and informal data, design interventions based upon test data, and present their impressions orally and in writing.

IV. Course Objectives (NASP domains are in parentheses. New counselor standards are in brackets. EPSB standards are in italics. Experienced Teachers Standards are underlined). Students will gain knowledge of:
1. Individual testing, measurement concepts, and appraisal principles (1)[3,7,C] Diversity
2. Strengths and limitations of intellectual assessment (1,10) Diversity
3. Critical issues related to cultural biases of testing (1,5)[D] Diversity, Ethics
4. Ethical standards for assessment (1,10) Diversity, Ethics
5. Report writing and parent feedback (1,3,4,6,10) Leadership 1,6,8
6. Basic assessment principles of rapport and managing the client (5,10)
7. Kentucky’s special educational referral process (1,3,6,8)[7] Diversity
8. Exceptional populations (e.g., learning disabilities, mental retardation) and how to assess them (1,3,5)[2,3] Literacy 6

The COE Conceptual Framework and the Theme of the Educator as a Reflective Decision Maker are addressed in this course by urging students to carefully review written feedback
from the instructor on their written reports and test records and to set goals for improved performance.

The Theme of Diversity is explored in this course through lecture, selected readings, and review of the ethical code. The assessment of persons from diverse populations is a very important issue in assessment—students learn to recognize and appreciate individual differences, plan appropriately sensitive assessments, and provide feedback to parents in accordance with their understanding of the ethical code and readings/lecture from class.

Technology is addressed through the provision of current web resources related to assessment/evaluation and the use of computer scoring/interpretation programs throughout the course.

**Note:** This course addresses Section III (Applied Psychological Foundations) and Section V (Ethical and Legal Issues) on the School Psychology Praxis Examination (#0400)

PT-This course provides students with professional training.

V. **Content Outline:** See attached

VI. **Instructional Activities:**
   A. Lecture, class participation, and discussion
   B. Test administration and interpretation with written reports and feedback

VII. **Field, Clinical/Laboratory Experience:**
   A. Students will practice administering and scoring the WISC-IV, KABC-II, UNIT, SIB-R, BASC & WAIS-III
   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.

VIII. **Resources:**

IX. **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 protocols 10 pts each
1 KABC Video Scored pass/fail
3 WISC-IV protocols 10 pts each
2 UNIT protocols 10 pts each
3 SIB-R protocols 10 pts each
8 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 will be reassigned.

X. Attendance Policy
This course adheres to the policy published in the MSU Graduate Bulletin.

XI. Academic Honesty Policy:
(Adopted by Board of Regents, February 14, 1975)
Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

XII. Text and References

XIII. Pre-Requisites
GUI 683, GUI 689, admittance to the school psychology or IIA endorsement program
XIV. Statement of Affirmative Action and Equal Opportunity
Murray State University does not discriminate on the basis of race, color, national
religion marital status, age, disability in employment, admission, or provision of
services, programs and activities, and provides, upon request, reasonable
accommodation including services necessary to afford individuals with disabilities and
equal opportunity to all programs and activities. For information regarding non-
discrimination policies contact Equal Opportunity, (270)-809-3155.

In addition, 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.
General Testing Considerations

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 ages 7 to 15. Parent permission or consent (see attached) must be obtained prior to testing or observing. Providing any feedback to parents or subjects 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, the instructor, and other students in the course 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, spouse, partner, or parents. However, you may “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.
Checklist for Rating Psychoeducational Reports

<table>
<thead>
<tr>
<th>Rating Scale:</th>
<th>10 = Excellent</th>
<th>7 = Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 9 = Acceptable</td>
<td>6 - 1 = Unacceptable/redo</td>
<td></td>
</tr>
<tr>
<td>1. Observations and Relevant Background Factors</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>(clear, relevant, complete, logical)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Results (accurate tables, accurately reported in text)</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>and Interpretations (accurate and meaningful, consistent with available data, lack of incongruities, linked to the classroom or vocation, linked with existing data)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Recommendations (logical, realistic, based upon obtained data)</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>4. Integrated Summary (contains only essential facts and interpretation, logical)</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>5. Style and Communication (comprehensible for a novice reader, explanations clearly communicated, sentences not too long/too short, no first person or fragments, personalized vs generalized style)</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>6. Spelling/Grammar (subject/verb agreement, consistent tense, evidence that report was carefully proofread)</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>7 Overall Rating (#2 and 4 are weighed more than others)</td>
<td>10 9 8 7 (X 2)</td>
<td></td>
</tr>
</tbody>
</table>
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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CONSENT FOR TEST ADMINISTRATION

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Parent Signature ____________________________ Date ____________
<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24</td>
<td>RTI; Ethics review; dev. history; KABC intro</td>
<td>Blue Sattler Ch 1,2 (Brown)</td>
</tr>
<tr>
<td>2/7</td>
<td>KABC interpretation</td>
<td>Blue Sattler</td>
</tr>
<tr>
<td>2/14</td>
<td>KABC protocol due</td>
<td>Blue Sattler</td>
</tr>
<tr>
<td>2/21</td>
<td>KABC report due; ADHD Assessment</td>
<td>Ch. 11 (Brown)</td>
</tr>
<tr>
<td>2/28</td>
<td>KABC protocol due</td>
<td>Handouts</td>
</tr>
<tr>
<td>3/7</td>
<td>KABC Report due</td>
<td>Handouts</td>
</tr>
<tr>
<td>3/14</td>
<td>Spring Break</td>
<td>Blue Sattler</td>
</tr>
<tr>
<td>3/21</td>
<td>KABC + SIB-R protocol due</td>
<td>WISC Interpretation</td>
</tr>
<tr>
<td>3/28</td>
<td>KABC/SIB-R/BASC report due</td>
<td>Handouts</td>
</tr>
<tr>
<td>3/28</td>
<td>Parent/Teacher Feedback Consultation</td>
<td>Handouts</td>
</tr>
<tr>
<td>4/4</td>
<td>WISC/SIB-R protocols due</td>
<td>Blue Sattler</td>
</tr>
<tr>
<td>4/11</td>
<td>Spring Break</td>
<td>UNIT Review</td>
</tr>
<tr>
<td>4/18</td>
<td>WISC/SIB-R protocol</td>
<td>Blue Sattler</td>
</tr>
<tr>
<td>4/25</td>
<td>UNIT protocol/Report + SIB-R report due</td>
<td>Blue Sattler Ch. 17 (Brown)</td>
</tr>
<tr>
<td>4/15</td>
<td>WISC Protocol + Report due</td>
<td></td>
</tr>
</tbody>
</table>
5/2
UNIT protocol/Report due
WISC-IV/BASC report due
KABC video due
Case Studies

5/9
Exam
Feedback audio tape due
Course evaluation

*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