

EDP 630
Principles of Psychological Assessment
Fall, 2000

Instructor:

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Office Hours: By appointment and posted.
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Class Time:

Wednesday, 1:00-3:30, 207 Taylor Education Building.

Texts:

Sattler, J. M., (1992) *Assessment of Children*, (3rd. Ed.), San Diego, CA: Jerome M. Sattler, Publisher.
(This text will also be used in EDP 640)

Purpose:

The purpose of this course is to provide an overview of psychoeducational assessment and related issues. The course will deal with child and adolescent assessment concerns. The course emphasizes reflective and integrative evaluation of assessment data, with consideration of the empirical bases of psychometric approaches. It will also emphasize the use of assessment data as it relates to decision-making in intervention, research, and program planning. The content of the course is consistent with Kentucky Department of Education and National Association of School Psychologists standards in assessment and assessment/intervention linkages. In the course, students will become familiar with:

- *Purposes and uses of psychoeducational assessment data.
- *General issues in assessment.
- *Basic psychometric and statistical aspects (non-calculational <is that a word????>) of measurement theory.
- *Interviewing.
- *Behavioral observation.
- *Report writing and development of recommendations.
- *General domains of assessment and representative instruments.
- *Standards, legal, and ethical issues related to test instruments.
- *Issues related to diversity, disability, and gender in testing.

Class Schedule:

August 23
Introduction, Course overview.
Chapter 1

August 30, September 6*
Measurement issues, theory, statistics, test standards.
Chapters 2, 3, 4, 18

September 13, 19*
Testing children, interviewing
Chapters 5, 16

September 27
Report writing.
Chapter 23.

October 4
Legal and ethical issues diversity issues.
Chapter 19, 24 (Law sections)

October 11
EXAM I

October 18, 25
Assessment and theories of intelligence
Chapters 3, 6, 11

November 1, 8
Assessment and issues in educational assessment
Chapters 13, 14

November 15, 22
Behavioral observation and assessment.
Chapter 17

November 29
Approaches to personality assessment.

December 6
Disorders and conditions and their relationship to assessment.
Chapters 20, 21, 22

Finals Week
Exam II

**A portion of these classes will also be used for instruction in administration of tests.*

Course Requirements and Grading

Test Review Paper: Students will select a test related to their professional area of interest. For that test, you will review research studies that have been conducted on that instrument in the last ten years (the more recent studies are preferable). You should narrow your paper to some psychometric aspect of the instrument or some clinical use of the instrument, but the focus of the review should be on empirically based research studies. Your paper should review a minimum of ten studies. This paper is considered a “mini-review” paper and should be organized as such. Expected length is 10-12 pages, excluding references; APA style is expected. This paper will be worth 100 points with 25 points assigned to each of the following areas: Writing and Organization; Research/Resources; Critique/Integration/Analysis; Implications of Research for Practice. The paper is due November 22nd.

Exams: There will be two exams of 100 points each. These will be primarily short answer, brief (very brief!!!) essay, etc.

Assessment Reports: Each student will submit three assessment reports using the Kaufman Brief Intelligence Test (KBIT), Wechsler Individual Achievement Test (WIAT), and Piers-Harris Self Concept Scale. These instruments will be demonstrated in class. You are responsible for obtaining your own “practice” clients. These reports will be graded S/U and will need to be resubmitted if unsatisfactory. These reports are due October 25, November 8, and November 29.

Grading: Grades will be assigned on the basis on points earned on the two exams and the test review (300 total). Grades will be assigned on the following scale: A=270+; B=240-269; C=210-239. The assessment reports do not directly effect the grade, but if the student cannot produce a satisfactory report, it will result in a deduction of 20 points from the overall point total for each unsatisfactory report.

Attendance: Attendance is expected at all classes unless otherwise arranged with the instructor.

Accommodations: Students with disabilities needing accommodations should see the instructor relative to concerns about participation in class, completion of examinations, and other class requirements.