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### PSYC 515.01: Psychological Evaluation for Counseling

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# PSYCHOLOGICAL EVALUATION

## PSYCHOLOGY 515/525

George Camp

### Purpose

This course is designed to introduce you to individual, psychological, clinical evaluation techniques. It will focus on intelligence assessment, but the principles and approaches will generalize through subsequent courses to other behavioral domains. It is assumed that you will receive additional instruction and practicum supervision prior to using intelligence or other techniques with clients.

### OBJECTIVES AND EVALUATION OF YOUR WORK

1. You will become knowledgeable about and be able to discuss historical and current theories regarding intelligence, the inferential bases of intelligence, issues of cultural bias in intelligence assessment, and issues in exceptional child evaluation. You'll be given feed-back regarding your discussions of these topics through our mid-term and final learning activities essays.
2. You will learn how to carry out psychometrically sound analyses of the instruments you administer and about the limitations of such analyses. The analyses you do in preparing to write reports will each be reviewed for correctness of procedure.
3. You will learn basic psychological report formats and develop your report writing skills. You will receive constructive feedback on each of the reports you write.
4. You will learn to administer and score selected intelligence tests according to standardized procedures. We will observe you administering and provide structured feedback regarding each of the selected tests. We will check (and correct) your scoring on all the test protocols you turn in.

### LECTURE TOPIC OUTLINE AND READINGS

1. Analysis of the Wechsler Scales  
Text: Sattler, Jerome M., Assessment of Children: Cognitive Applications (4<sup>th</sup> ed). San Diego: Sattler, 2001. Chapters 1, 10 & 13
2. Assessment Process and Report Writing  
Sattler, Chapter 21
3. Historical Perspective and Models of Intelligence  
Sattler, Chapter 5  
  
Tuddenham, R.D. The nature and measurement of intelligence. In L.J. Postman (Ed.), Psychology in the Making. New York: Knopf, 1962. pp. 469-525.  
  
Neisser, U. et al. Intelligence: Knowns and Unknowns. American Psychologist, 1996, 51, 77-101.

4. Validity, Reliability and Inferences  
Sattler, Chapter 4, p. 96-113, 115-118, 119-121

Campbell, D.t. & Fiske, D.W. Convergent and discriminant validation by the multitrait-multimethod matrix. Psychological Bulletin, 1959, 56, 81-85.

5. Cultural Bias in Intelligence Testing  
Sattler, Chapters 2, 19 & 20.
6. Exceptional Child Assessment  
Sattler, Chapter 3
7. Neuropsychological Assessment
8. Other Assessment Devices  
Sattler, Chapters 14-16

### LAB ASSIGNMENTS

Readings:

Testing Children, Chapter 7  
WAIS-III Manual  
WISC-III Manual

Select One Of The Following:

Stanford-Binet (4th Ed.) Manual  
Sattler, Chapter 14

KAIT Manual  
Sattler, p. 554-557  
WPPSI-R Manual  
Sattler, Chapter 11

Tests to be Administered:

<u>Test Name</u>	<u># Given</u>	<u>Observed</u>	<u># Reports</u>
WAIS-III		3	Yes
WISC-III		3	Yes
2			
Other		1	No
	0		

Due Dates:

WAIS-III	Protocol
WAIS-III	Protocol
WAIS-III	Protocol
WAIS-III	Report
WAIS-III	Report
WISC-III	Protocol
WISC-III	Protocol
WISC-III	Protocol
WISC-III	Report
WISC-III	Report
S-B, K-ABC or KAIT Protocol	

Learning Activity Dates:

Mid-Term  
Final

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