

**SYLLABUS**  
**EPSY 7100 Individual Assessment of Development I (3 hours)**  
**EPSY 6000 Independent Study in Educational Psychology (1 hour)**  
**Department of Educational Psychology**  
**Fall Semester, 2006**

**R. W. Kamphaus, Distinguished Research Professor (630 Aderhold, 706-542-4253)**  
**Email: rkamp@uga.edu**  
**Monday (12:20-3:20)**  
**Aderhold Hall Room 102**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

**Overview**

EPSY 7100 introduces the school, clinical, special education, and counseling psychology graduate student to methods and issues in clinical intellectual, adaptive behavior, and educational assessment. This course is also practice oriented and, therefore, builds specific assessment skills that are used by practicing psychologists. EPSY 6000 is a clinical assessment laboratory experience that allows students to obtain supervised practice in the assessment of school-aged children.

**Course Objectives**

1. Demonstrate an understanding of test derived scores and their proper interpretation.
2. Learn key professional issues relating to assessment, for example, historical developments, test bias and test misuse.
3. Learn to correctly administer, score, and interpret several major tests of children's and adult's intelligence (WISC IV, KABC-2, Stanford-Binet V, RIAS, and WAIS-III), adaptive behavior (e.g. Vineland) and an achievement measure (e.g., Woodcock-Johnson III, or K-TEA-2, or WIAT-2).
4. Effectively communicate, orally and in writing, the results of a psychological evaluation.
5. Accurately apply accepted diagnostic criteria for Learning Disabilities and Mental Retardation.
6. Use research and theory to interpret test scores within the constraints of the existing scientific literature on test inference validity.
7. Exhibit acceptable interpersonal skills when evaluating clients and adhere to generally accepted practice and ethical standards.

**Required Readings**

- Barry, M. J. (in press). Stanford-Binet Fifth Edition (Binet V). In R.W. Kamphaus, *Clinical assessment of child and adolescent intelligence (3<sup>rd</sup> Ed.)*. New York, NY: Springer.
- Brueggemann, A.E., Reynolds, C.R., & Kamphaus, R.W. (in press). The Reynolds Intellectual Assessment Scales and the assessment of intellectual giftedness. *Gifted Education International*, 21, 127-136.
- Dombrowski, S.C., Kamphaus, R.W., & Reynolds, C.R. (2004). After the demise of the discrepancy: Proposed learning disability diagnostic criteria. *Professional Psychology: Research and Practice*, 35, 364-372.
- Elliot, C. (1990). *DAS Handbook*. San Antonio: The Psychological Corporation.
- Kamphaus, R. W. (in press). *Clinical assessment of child and adolescent intelligence (3<sup>rd</sup> Ed.)*. New York, NY: Springer.
- Kamphaus, R.W., Rowe, E.W., Winsor, A.P., & Kim, S. (2005). A history of intelligence test interpretation. In D. Flanagan & P. Harrison (3<sup>rd</sup> Ed) (Eds.). *Contemporary intellectual assessment* (pp. 23-38). New York: The Guilford Press.
- Hart, B. & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Paul H. Brookes.
- U.S. Department of Education, Special Education Eligibility.  
<http://www.ed.gov/policy/speced/guid/idea/idea2004.html#regulations>
- Lubinski, D. (2004). Introduction to the special section on cognitive abilities: 100 years after Spearman's (1904) "General Intelligence," Objectively Determined and Measured. *Journal of Personality and Social Psychology*, 86, 96-111).

Psychological Assessment Research Team. (in press). Three practice parameters for interpreting intelligence test part scores. *Journal of Neuropsychology, Neuropsychiatry, and Neurosciences/Revista de Neuropsicologica, Neuropsiquiatria y Neurociencias*.

Reynolds, C. R., & Kamphaus, R. W. (2003). *Reynolds Intellectual Assessment Scales (RIAS)*. Lutz, FL: PAR.

Roid, G. H. (2003). *Stanford-Binet Intelligence Scales, Fifth Edition, Technical Manual*. Itasca, IL: Riverside Publishing.

Rowe, E.W. (in press). Assessment of adolescent and adult intelligence. In R.W. Kamphaus, *Clinical assessment of child and adolescent intelligence (3<sup>rd</sup> Ed.)*. New York, NY: Springer.

Wechsler, D. (2003). *Manual for the Wechsler Intelligence Scale for children-Fourth Edition (WISC-IV)*. San Antonio: The Psychological Corporation.

Wechsler, D. (1998). *Manual for the Wechsler Adult Intelligence Scale-Third Edition (WAIS-III)*. San Antonio: The Psychological Corporation.

Other readings may be assigned as necessary.

### Course Requirements

#### EPSY 7100

1. Adequate performance on a weekly questions and final examination. Make up examinations will be administered at a mutually agreeable time only in cases where an absence is attributable to health emergency or natural disaster.
2. Completion of reading requirements. This requirement will be assessed by asking questions in class.
3. Attendance at all class meetings and administration and scoring labs.

#### EPSY 6000 lab

1. Work ½ day per week as an assessment apprentice under the direction of a psychologist in a local school district. Activities will include observation of the psychologist conducting assessments, and administering portions of tests until competency is gained to administer entire tests under supervision. Competency to conduct testing must be certified by the supervisor in order to successfully complete the course.
2. Administer and correctly score one each DAS, WISC-IV, RIAS, WAIS-III, K-ABC II, K-TEA II, W-J III, or WIAT-II, and Vineland II to child and adult volunteers from a variety of age groups. Record forms may be purchased from the School Psychology Clinic. The administration and scoring of these instruments will be checked by the EPSY 6000 teaching assistant. If any of the cases are unacceptable, they will have to be replaced with a new case. Deadlines for submitting record forms to the teaching assistant office will be given in class.
3. Write two psychological reports. Reports must be typed, double spaced, and have photocopies of the front of the test record form attached. A report outline is given in Kamphaus (in press).
4. Attendance at all test administration and scoring labs. Administration and scoring labs will meet one hour each week under the direction teaching assistant, Meghan VanDeventer.

### Grading

The percentage of the final grade contributed by each of the six requirements is as follows:

Weekly questions	150 points
Final examination	100 points
Reading requirements	10 points
7 test protocols	140 points (20 each)
Psychological reports	40 points
Administration checkout	20 points (must meet minimum standard)
Total Points Possible	450

The final grade will be determined on the following scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = Less than 60%

**Miscellany**

1. Please borrow or buy a stopwatch for Wechsler scale administration. Be sure to buy a stopwatch that does not make sounds (or disable the “beep”) that may distract an examinee.
2. Test kits may be checked out from the Curriculum Materials Center in Aderhold hall. These may also be obtained from the psychology, counseling, and special education departments.
3. Test record forms must be purchased from the SPY Clinic.
4. Ask questions often. Advance appointments are recommended in order to ensure uninterrupted time.
5. All assignments must be submitted by their due dates. Assignments will lose a letter grade for every day that they are late.
6. Additional reading assignments and other course updates will be delivered via email. Students are advised to check their email daily.

**Attendance**

Attendance is expected at all class meetings unless previously notified.

**Graduate Assistant**

Meghan VanDeventer mvandeve@uga.edu or 706-542-4110 (telephone messages)

**Deadlines**

- 9/18 Administration Checkout  
 9/25 Wechsler protocol 1  
 10/16 Protocol 2  
 10/23 Protocol 3  
 10/30 Protocol 4  
 11/6 Protocol 5 and Psychological Report  
 11/20 Protocol 6  
 12/4 Protocol 7  
 12/4 Psychological Report

**Course Outline**

Date	Topic	Readings
8/21	History, Theory, Research Findings – WISC IV lab (Meghan VanDeventer, 2-3:15)	Kamphaus Chapters 1, 2, 3 Kamphaus, 2005
8/28	Theory and Research Findings continued and 1:30pm meeting in Gwinnett County Schools	Kamphaus Chapters 2, 3, 8 Lubinski, 2004
9/11	Measurement, Practice issues and standards	Kamphaus Chapters 4, 5, 7
9/18	WISC IV interpretation	Hart & Risley, 1995 Kamphaus Chapter 7 Wechsler, 2003
9/25	Culture Test bias and translation	Kamphaus Chapters 6
10/2	Stanford-Binet V (Melissa Barry 12:20-1:45)	Kamphaus Chapters 13, DAS manual Barry, in press Elliott, 1999
10/9	Midterm examination	
10/16	WAIS III (Meghan VanDeventer)	Rowe, in press Wechsler, 1998
10/23	Interpretation and Report writing	Kamphaus Chapters 17, 18 PART, in press
10/30	RIAS (Amber Brueggemann)	RIAS manual Brueggemann, et al., in press

11/6	Mental Retardation/Vineland II	Kamphaus Chapter 20
11/13	Learning Disabilities	Kamphaus Chapters 20 and 14, GDOE LD guidelines Dombrowski, et al., 2004
11/20	W-J Cog (MV 2-3:15)	Kamphaus Chapter 9
11/27	K-ABC II, K-TEA II (Maggie 2-3:15)	Kamphaus Chapters 10, 12, 15, 16
12/4	Neuropsychological interpretation (Mauricio Garcia)	Kamphaus Chapter 19
TBA	Final examination	

**UGA Academic Honesty Policy**

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.