

**SAM HOUSTON STATE UNIVERSITY  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF PSYCHOLOGY & PHILOSOPHY**

**SYLLABUS FOR PRACTICUM IN PSYCHOMETRICS  
PSYCHOLOGY 694 (3 GR)  
SPRING, 2008**

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Instructor: Gina Coffee, Ph.D.  
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Time: Wednesday, 6:00 – 8:50 PM  
Classroom: AB4 313  
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### **COURSE OVERVIEW**

This course is designed to provide students with opportunities to further develop and apply skills in the administration, scoring, interpretation, and the reporting of psychological tests with clients. Students can expect to experience a variety of instructional methods including lecture during the initial month, cooperative learning (group work), and applied work. Emphasis will be placed on case conceptualization and assessment for intervention. Students will gain direct client experiences supervised through the Psychological Services Center.

### **COURSE OBJECTIVES**

1. Students will learn fundamental principles, generalizations, or theories relevant to the course.
2. Students will develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Students will learn to apply course material (to improve thinking, problem solving, and decisions).

In this course students will:

- Review ethical standards of educational and psychological testing.
- Review psychometric principles and issues in individual assessment
- Demonstrate administration, scoring, and interpretation skills in individual testing.
- Enhance integrated report writing skills.
- Develop awareness of administration considerations in the assessment of diverse individuals.
- Apply assessment knowledge gained through at least one complete assessment case.
- Develop an awareness of the use of technology (e.g., computer scoring) in assessment.

## REQUIRED TEXT

Sattler, J. M., & Hoge, R. D. (2006). *Assessment of children: Behavioral, social, and clinical foundations* (5th ed.). San Diego: Jerome M. Sattler, Publisher, Inc.

## RECOMMENDED TEXTS

AERA, APA, NCME (1999). *Standards for psychological and educational testing* (3rd ed.). Washington, DC: Author.

Braaten, E. (2007). *The child clinician's report-writing handbook*. New York: The Guilford Press.

Brown-Chidsey, R. (Ed.). (2005). *Assessment for intervention: A problem-solving approach*. New York: The Guilford Press.

Jacob, S., & Hartshorne, T. (2007). *Ethics and law for school psychologists* (5th ed.). Brandon, VT: Clinical Psychology Publishing Co., Inc.

McConaughy, S. H. (2005). *Clinical interviews for children and adolescents: Assessment to intervention*. New York: The Guilford Press.

Merrell, K. (2007). *Behavioral, social, and emotional assessment of children and adolescents* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum.

## SUPPLIES

Students will find the following items helpful in their completion of course requirements:

- All materials gathered through participation in PSY 595

## TIME REQUIREMENT

In a typical graduate class, for each hour attempted at least three hours outside of class is expected. This 3-credit hour course will meet 3 hours each week. That leaves roughly 9 hours each week outside of class in which to read and complete assignments. Since this course is a practicum class, more time may be required. ***It is expected that if you enrolled in this course, you can meet the time requirements.***

## ATTENDANCE POLICY

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Students may miss one class without penalty to their grade, but **missing two classes could result in a failing grade for the class**. If a student has a conflict with a scheduled class, he/she must meet with me to determine an appropriate plan of action. **The three hours of absence provided by university policy should be used carefully for serious illness and emergencies. No time beyond these 3 hours will be excused for any reason.**

I will provide class handouts and materials during class. If you have to be absent, **be sure you have arranged for a peer to obtain materials for you**. They will not be available from me except on the date initially provided.

## **RELIGIOUS HOLIDAYS**

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for the absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

## **CLASSROOM RULES OF CONDUCT**

Students should review, and adhere to, the Code of Student Conduct and Discipline at <https://www.shsu.edu/students/guide/dean/codeofconduct.html>.

## **PROFESSIONALISM**

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to professionally administer psychological tests.

## **ACADEMIC DISHONESTY**

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.

***Cheating*** includes:

- Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- Using, during a test, materials not authorized by the person giving the test.
- Collaborating, without authorization, with another student during an examination or in preparing academic work.
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- Substituting for another student, or permitting another student to substitute for oneself, to take a test.

- Bribing another person to obtain an unadministered test or information about an unadministered test.
- Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.
- Specifically for this course, the falsification of testing protocols is an extreme ethical violation that may result in expulsion from your graduate program.

**Plagiarism** means the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.

**Collusion** means the unauthorized collaboration with another person in preparing work offered for credit.

**Abuse of resource materials** means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

## **STUDENTS WITH DISABILITIES**

It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs, nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center (294-1720). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and talk with the instructor about how best deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center, and there are no retroactive accommodations.

## **INSTRUCTOR EVALUATIONS**

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

## **CLASS PARTICIPATION**

ACTIVE class participation in test administration, class discussions, and presentations is expected as an avenue to meet course objectives. When you are absent from class, you will not be able to earn class participation points.

## **ASSIGNMENTS**

There will not be any traditional examinations required in this assessment practicum. Students' grades will be based on the completion of clinical activities, the development of at least one intervention plan based on assessment data, the completion of at least one client assessment and comprehensive case report at the Psychological Services Center, case feedback, and a case presentation. Guidelines and a scoring rubric for each assignment will be handed out in class.

### *Assessment Activities.*

Students will be expected to complete specific assessment activities. Most of these activities will occur as part of client casework. Possible clinical activities include:

- Interviewing parent(s) about their concerns regarding their child
- Interviewing teacher(s) about their concerns regarding a student
- Interviewing a student about problems or concerns raised by a teacher/parent/child
- Completing structured observations of a student's behavior in a classroom
- Observing academic instruction in a classroom
- Completing a norm-referenced academic assessment of a student
- Completing an academic performance assessment of a student (e.g., CBA, work samples)
- Completing a social-emotional assessment of a student
- Completing a functional behavioral assessment of student behavior

Please note that additional activities related to class topics and readings may also be assigned.

### *Intervention Plan(s).*

Students will use data gathered during the assessment process to develop at least one intervention plan for an academic, social, emotional, and/or behavior concern.

### *Comprehensive Case Report(s).*

Each student will conduct at least one evaluation through the Psychological Services Center from referral to presentation of the report. Partial reports will be returned to students with editing suggestions. Comprehensive case reports for the clinic will be edited and submitted according to their regulations.

### *Case Feedback Session(s).*

Students will conduct a feedback session with parents and children (as appropriate) following the completion of assessment activities.

### *Case Presentation.*

Students will present one case to the class at the end of the semester. The purpose of these presentations is to give students experience presenting clinical information to peers (as occurs in internship and other practice settings).

**SUPERVISION**

A portion of your evaluation consists of your ability to receive supervision and make necessary adjustments. The ability to respond appropriately to feedback is extremely important in training. Your readiness to engage in assessment activities will be determined, in part, by your response to supervision.

**EVALUATION**

You can earn a maximum score of 1000. Individuals who score 900-1000 will earn an A, and those scoring from 800-899 will earn a B. Should you earn less than 800 points, you must meet to discuss alternatives with me. If you complete more than one case, the maximum number of points will reflect that (see below). C's will not be assigned. If a student is not able to perform at a satisfactory level, an F will be assigned. *Students MUST be able to demonstrate proficiency in skills of individualized assessment in order to continue with their program of study.*

Developmental progress is expected on administration, scoring, interpretation, and report preparation skills. Although it is expected that students will learn through making mistakes, **carelessness will be penalized.**

The maximum number of points products may earn are listed below.

<b>Product</b>	<b>Points</b>
Class Participation	300
Assessment Activities	300
Intervention Plan(s)	50 each
Comprehensive Case Report(s)	200 each
Case Feedback Session(s)	50 each
Case Presentation	100

Grades in the course will be assigned as follows:

Points – 1 case	Grade	Points – 2 cases	Grade
900-1000	A	1170-1300	A
800-899	B	1050-1169	B

Feedback for each of your assignments will be provided. After reviewing feedback, please discuss with me any information that is confusing or inconsistent with your own analysis of the work. The final score for any assignment, however, rests with me.

## Course Outline

Course outline is tentative and subject to change. Changes will be announced in class.

<b>Date</b>	<b>Topics and Assigned Readings</b>
1/16	Introduction and Class Overview Clinic Orientation Meeting (1/15, 1-4pm)
1/23	Psychological Theory & Case Conceptualization Assessment for Intervention <i>Assigned Readings:</i> Sattler & Hoge (2006) – Chapter 3 Orvachel, H. (1999). Does theory have value in clinical child psychology? <i>Journal of Clinical Child Psychology</i> , 28, 548-549. Sheridan, S. M., & Gutkin, T. B. (2000). The ecology of school psychology: Examining and changing our paradigm for the 21 <sup>st</sup> century. <i>School Psychology Review</i> , 29, 485-502.
1/30	Suicide (will view Dr. David Rudd's DVD during class)
2/6	<b>NO CLASS</b> – Students are strongly encouraged to attend the annual conference of the National Association of School Psychologists (NASP)
2/13	Legal/Ethical Issues and Potential Pitfalls <i>Assigned Readings:</i> Jacob & Hartshorne (2007) – Chapter 4 Reynolds, C. R., Lowe, P. A., & Sainz, A. L. (1999). The problem of bias in psychological assessment. In C. R. Reynolds & T. B. Gutkin (Eds.). <i>The handbook of school psychology</i> (3 <sup>rd</sup> ed., pp. 549-595). New York: John Wiley & Sons.

<b>Date</b>	<b>Topics and Assigned Readings</b>
2/20	Interview Methods <i>Assigned Readings:</i> Sattler & Hoge (2006) – Chapters 5, 6, & 7
2/27	Report Writing Sharing Information with Children, Families, and Teachers *Initial Case Assignments <i>Assigned Readings:</i> Sattler & Hoge (2006) – Chapter 25
3/5	Case Work & Case Supervision <i>Assigned Readings:</i> Consult Sattler & Hoge (2006) and additional resources (as needed) for case work
3/12	<b>NO CLASS – SPRING BREAK</b>
3/19	Case Work & Case Supervision <i>Assigned Readings:</i> Consult Sattler & Hoge (2006) and additional resources (as needed) for case work
3/26	Case Work & Case Supervision <i>Assigned Readings:</i> Consult Sattler & Hoge (2006) and additional resources (as needed) for case work

<b>Date</b>	<b>Topics and Assigned Readings</b>
4/2	Case Work & Case Supervision  <i>Assigned Readings:</i>  Consult Sattler & Hoge (2006) and additional resources (as needed) for case work
4/9	Case Work & Case Supervision  <i>Assigned Readings:</i>  Consult Sattler & Hoge (2006) and additional resources (as needed) for case work
4/16	Case Work & Case Supervision  <i>Assigned Readings:</i>  Consult Sattler & Hoge (2006) and additional resources (as needed) for case work
4/23	Case Work & Case Supervision  <i>Assigned Readings:</i>  Consult Sattler & Hoge (2006) and additional resources (as needed) for case work  *Case Wrap-Up
4/30	Work Day  Use this time to complete all case work, report writing, etc. ALL clinic cases must be finished by the clinician!
5/7	Case Presentations  ALL written assignments are due by this date (e.g., intervention plan(s), comprehensive case report(s))