Course Description: A graduate level course in the assessment of intellectual abilities. Course will engage in the study of the principle theories of intelligence and their relevance to applied psychology. Class will focus most of its time on learning the principles and practices of administering, scoring, analyzing, and reporting psychological test results of cognitive ability and academic achievement. Class will learn about the main theories of human intelligence, including practical intelligence and academically oriented cognitive abilities. Class will learn and practice the ethical principles that guide the psychologist in the practice of psychological assessment. The course is designed to cover the basic skills needed to administer and interpret individual intelligence tests. Two tests are highlighted: Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV) and Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV). In order to do an effective job with these tests, it is important that you have a basic background in developmental psychology, cognitive psychology, physiological psychology, tests and measurement, statistics, abnormal psychology, and differential diagnosis processes. It is recommended that you review these areas concurrently with your study of the tests covered in this course. Further, strong written communication skills are necessary for effective communication of test findings. This course will also expose students to samples of written test reports and expect students to demonstrate appropriate sample reports based on test protocols. Finally, students will also be introduced to the Cross-Battery Assessment approach (XBA), which is a methodology that provides psychologists with the means to make systematic, valid, and up-to-date interpretations of intelligence batteries augmented with other tests in a way that is consistent with the Cattell-Horn-Carroll (CHC) theory of cognitive abilities.

Student Learning Outcomes:
1. Become competent in the administration and scoring of intellectual and achievement tests.
2. Learn to effectively communicate test findings verbally and in writing.
3. Understand the reasons for development and use of psychological tests of cognitive ability and academic achievement and how these tests are based on the principles and theory of intelligence as well as the statistical support for the validity and reliability of these tests.
4. Learn and understand the application of ethical principles of psychological testing from the American Psychological Association (APA). These must be downloaded
from apa.org website (free of charge).

Students must plan to devote considerable time to master course material. Students must read test manuals (in addition to required texts) and study and use test materials. Students are expected to participate in class discussions and in the assigned laboratory activities; labs will be scheduled once per month from September to November.

This course requires a high level of social and ethical responsibility.

**Required Texts:** [refer to #s here for course schedule/assignments]

**Additional Required Reading:** [limited to select articles distributed in class]

**Grading:** Final course grades will be based on the percentage of total points earned during the semester. There are 700 points possible. Grades are based on the following:

- A = 100 - 90% (700-630 points)
- B = 89 - 80% (629-560 pts)
- C = 79 - 70% (559-490 pts)
- D = 69 - 60% (489-420 pts)
- F = 59% - below (419 pts - below)

- Two (2) graded test administration observations, *each worth 100 points*. An outline of criteria used in grading will be provided early in the semester.
- Two (2) psychological reports (1 on WISC-IV & 1 on WAIS-IV), *each worth 100 points*, will be written by students and turned in to instructor. Criteria for grading will be discussed in class early in semester.
- Two (2) written tests, *each worth 100 points*.
- Two (2) homework assignments, *each worth 50 points*, will be given out in class and due on dates noted under Course Schedule/Assignments.

**Course Guidelines:**
1. Students must recruit test subjects as described below.
2. Ages and numbers of examinees to be tested are as follows:
   - WISC-IV → *two examinees* between the ages of 6-12 (1 male & 1 female), and *two examinees* between the ages of 9-16 (1 male & 1 female).
   - WAIS-IV → *two examinees* between the ages of 18-30, and *two examinees* between the ages of 31-60.
3. All examinees must be volunteers. Children must *assent* to participate and their parents must give informed *consent*. The informed consent must be recorded and a signed permission form must be given to the parent or, in the case of an adult, to the person volunteering. The original consent form must be retained in the testing record.
form.

- Before testing children, the student must obtain permission of their parents and go through the informed consent form with them, answering any questions they have or referring them to the instructor for information. The parent (or adult examinee) must sign the permission form that allows you to record the informed consent.

4. No person except for you, the instructor, and the Teaching Assistant (TA) is to know the score of any examinee. If any information is given to the parent or examinee, it must be given by the course instructor who is licensed by the State to do so.

- Parents must be told beforehand that the test results cannot be disclosed to them. General comments, such as “She’s doing well”, etc should not be made. Tell the parent (or adult examinee) that as a student you are learning how to administer the test and are not sure how reliable the results will be.

- In recruiting examinees, students can emphasize that the test session will be interesting, challenging, and a learning experience; parents often appreciate the fact that the test will be a pleasant and positive learning experience for their child.

5. Students are never to make recommendations for psychological or medical treatment to the examinee or parents on the basis of the testing/evaluation. (Students may, of course, make recommendations in your written report given to course instructor only.) if a student has difficulty coping with a parent or examinee who is pressing for advice, consult the course instructor.

6. Violations of #3, 4, or 5 in this section will lead to the student’s immediate dismissal from the course.

7. First-administration student testing, with both WAIS-IV and WISC-IV, will be conducted at the University in the testing rooms provided and under the observation of the instructor or TA. Students may not pay the examinee’s mileage or provide any other financial incentive to participate. Off-site testing is allowed for second, third and fourth administrations of each instrument if you have demonstrated the necessary progress.

8. Lab attendance is required. The TA leading lab is an extension of the course instructor with the same expectations of courtesy and respect given to this individual.

9. Assessment results are confidential. You are expected to treat the results as such. Do not discuss the examinee or any of the test results outside of class or lab.

**Reports and Other Guidelines:**

1. Follow the Outline provided for report writing.

2. Always turn in, attached together, the (a) Record Booklet, (b) Consent form, and (c) psychological report to instructor or TA.

3. All reports must be turned in at the beginning of the class on the date due.

4. Dates for submitting reports are on the assignment sheet.

5. Keep reports and test materials in a safe, secure, and private place. Any student heard divulging confidential examinee material will be dismissed from the course immediately.

6. Turn in all test materials listed in #3 above at the end of semester.

7. Test materials that you have signed out are due in the Psychology Dept. office on the dates announced in class. You will received an Incomplete grade until you are cleared by the assistant responsible for test kits.
8. Students are encouraged to purchase their own stopwatch needed during testing. If unable to purchase your own, the Psychology Dept. as a limited number that can be loaned out on a first-come basis.

9. Record all examinee responses neatly. If the Response Booklet is illegible, copy the examinee’s responses onto a second booklet. Scoring cannot be checked unless the Record Booklet is readable.

**Academic Integrity:** Academic dishonesty, such as plagiarism and “cheating on tests” will be handled according to university policy (see current University Catalog and Student Handbook). Tape recording of lectures, guest speakers, or other class activities is prohibited without prior permission from the instructor. Exceptions can be made in advance for students with disabilities and/or special circumstances.

**Notice to Students with Disabilities:** Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**Grade Appeal Process.** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Missed Tests:** Make-up tests are given only under special circumstances; thus, you are strongly advised to be present for all tests. At the discretion of the instructor, make-up tests may be allowed if I am given notice of a personal emergency prior to the test or as soon as reasonably possible after the emergency, or other special circumstances.

**Class Attendance & Participation:** Class and lab attendance is expected and required. If you miss a class, you are responsible for all material covered during your absence, including changes in the schedule, reading assignments, etc. You should gather this information from your peers in the course rather than the instructor.

**Classroom Etiquette and Beyond:** Our learning environment will be best served when everyone adheres to a few basic courtesies. Do not talk with your neighbors during...
lectures or relevant classroom discussions. Do not walk into class late or leave early unless I am given prior notice or you have an emergency. Do not gather belongings until class is dismissed. Turn off cell phones and pagers before class. Read assignments in advance and be prepared. Pay attention. Ask questions. Only notify me of an emergency when one really exists. But remember: Lack of planning on your part does not constitute an emergency on mine.

**Withdrawal/Incomplete:** The last day you may drop this class is Friday, November 4, 2011; you must complete necessary paperwork yourself. An “Incomplete” grade is given only with permission from the instructor. You may request an Incomplete if you have satisfactorily completed all course requirements to that point and you contact me at least one week prior to the end of class.

**Course Schedule/Assignments:** [Note: I reserve the right to modify presentation or sequencing of topics as necessary]

**Class #1 - August 29, 2011**
- Syllabus Review
- Assignment of WISC-IV test kits & review of WISC-IV Record Forms
- APA’s Code of Ethics in Psychological Testing
- Texas State Board of Examiners of Psychologists’ Rules, Regulations, and Laws concerning the use of Psychological Tests and the qualifications & limitations for their use

**September 5 - NO CLASS:** Labor Day Holiday

**Class #2 - September 12**
- Introduction & overview to testing theory and statistical rationale
- WISC-IV Administration and Scoring (Manual & #2)
- DUE: Homework Assignment #1

**Class #3 - Sept. 19**
- How to Administer & Score the WISC-IV (#2)

**Class #4 - Sept. 26**
- How to Interpret the WISC-IV (#2)

**Class #5 - October 3**
- Strengths & Weaknesses of the WISC-IV (#2)
- Clinical Applications: Special Group Studies & Low Incidence populations (#2)

**Class #6 - Oct. 10**
- Clinical Applications: Gifted, Learning Disabled & Diverse Populations (#2)
- Report Writing: Introduction & Overview (#3)
Class #7 - Oct. 17
   Test 1
   Turn in WISC-IV test kits
   Assign WAIS-IV kits

Class #8 - Oct. 24
   Report Writing: Technical Aspects & Recommendations (#3)
   WAIS-IV Administration & Scoring (Manual & #1)

Class #9 - Oct. 31
   continuation ... WAIS-IV Administration & Scoring (Manual & #1)
   Interpretation of the WAIS-IV (#1)

Class #10 - November 7
   DUE: WISC-IV Psychological Report
   continuation ... Interpretation of the WAIS-IV (#1)

Class #11 - Nov. 14
   WAIS-IV Clinical Applications: Neuropsychological Approach, Learning
   Disability Assessments, Age & Intelligence Across Lifespan, Practice Effects (#1)

Class #12 - Nov. 21
   Achievement Testing: Introduction, Administration & Scoring
   DUE: Homework Assignment #2

Class #13 - Nov. 28
   Cross-Battery Assessment: Introduction & Overview (4)
   DUE: WAIS-IV Psychological Report

Class #14 - December 5
   Test 2 - REGULAR CLASS DATE & TIME