Course: Intellectual Assessment
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This is my cell phone so it better be an emergency.

SYLLABUS

I. TEXT (Required)


II. COURSE DESCRIPTION

Psychology 5433 is a graduate level course in the intellectual assessment. We will engage in the study of the principle theories of intelligence and their relevance to applied psychology. We will focus most of our time on learning the principles and practices of administering, scoring analyzing and reporting psychological test results of cognitive ability and academic achievement. We will learn about the main theories of human intelligence both those of practical intelligence and academically oriented cognitive abilities.

We 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), 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 our study of the tests covered in the course.
Excellent written communication skills (e.g., spelling, grammar, and sentence construction) are essential. We will also learn the principles and practice of the Cross-Battery Assessment approach (XBA). This methodology provides psychologists with the ability to make systematic, valid and interpretations of test results using the Cattell-Horn-Carroll theory of cognitive ability.

III. STUDENT LEARNING OUTCOMES:

Some of the learning outcomes of the course are that the student will

- Be competent in the administration of scoring of psychological tests of cognitive, achievement tests, and screening tests for specific abilities.
- Learn to effectively communicate test findings verbally and in writing.
- Understand the reason for the development and use of psychological tests of cognitive ability and academic achievement and how these tests are based on the principles of a theory of intelligence and statistical support for the validity and reliability of these tests.
- Learn and understanding the application of the ethical principles of psychological testing of the American Psychological Association. These must be downloaded from apa.org web site. (It’s free of charge).

The student must plan to devote considerable time to master the course material. The student must read the test manuals and study and use the test materials. You are expected to participate in class discussion and in the assigned laboratory activities.

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

IV. COURSE GUIDELINES

1. The student must recruit test subjects as detailed below.

2. Ages and numbers of examinees to be tested are as follows:

   - WISC – IV – two examinees between ages 6 and 12 years one male and one female, two examinees between 9 and 16 years of age, one male and one female.
   - WAIS IV – two examinees between ages 18 and 30 years and two examinees between ages 30 and 60 years.

3. All examinees must be volunteers. Children must assent to participate and they parents must give informed consent. The informed consent must be recorded and a signed permission must be given to the parent or in the case of an adult, the person volunteering and the original retained in the testing record file. Before testing children, the student must:

   - secure the permission of their parents and go through the informed consent form
with them answering any question they have or referring them to the instructor for information. The parent or examinee must sign the permission form that allows you to record the informed consent.

4. **No persons, except you and the course instructor 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,” should not be made. Tell the parent (or the examinee, in the case of a young adult or adult) 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, the student can emphasize that the 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. **Similarly the student is to make no recommendations for psychological or medical treatment to the examinee or to the parents on the basis of your evaluation.** (The student may, of course make such recommendations in your written report to the course instructor.) If there is difficulty in coping with an anxious parent or examinee who is pressing for advice, consult the course instructor.

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

7. All testing will be conducted at the University in the testing rooms provided and under the direct observation of the instructor or the Teaching Assistant. The student may not pay the examinees mileage or any other financial incentive to participate in the testing. Offsite testing of your second, third, or fourth examinees may be approved by the course instructor if you have demonstrated the necessary progress.

8. The 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.

**V. REPORTS AND OTHER GUIDELINES**

1. Follow the Outline provided for report writing.

2. Always turn in the (a) Record Booklet, (b) Consent forms, (c) audio recordings and (d) psychological report together.

3. All reports must be turned in at the beginning of the lecture 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 class immediately.*

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

7. Test materials that you have signed out are due in the psychology department office on the dates announced in class. You will receive an incomplete grade until you are cleared by the assistant responsible for the test kits.

8. If the student can afford to purchase a stopwatch if not the Psychology Department has a limited number that can be loaned to the student. Borrow one. Some of the electronic digital watches are excellent, with silent running and lapse time capability.

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

**V. EXAMS**

1. There will be two graded test administration observations each worth 100 points. An outline of the criteria to be graded will be provided early in the semester.

2. There will be ten homework assignments will be given weekly each worth 50 points.

3. Two psychological reports each worth 100 points will be written. These will be graded based on criteria to be discussed in class.

**VII. ATTENDANCE AND CLASS PARTICIPATION**

Class attendance is mandatory. The student must attend class and the labs at the hours scheduled. If the student misses classes they will not be permitted to administer the tests as they will not have had the requisite training. The student is responsible for all that transpired during the classes missed, including schedule changes, material covered, and exams given.

**VIII. DETERMINATION OF GRADES**

Course grades will be based on the total number of points earned by the end of the semester. There are 700 possible points. To receive an "A" for the course, you will need
631 points (or 90% of the possible points). A "B" requires 561 points (80%); a "C" requires 491 points (70%).

At the discretion of the instructor a student's grade may be raised but never lowered.

These exceptions to the "total points" rule will be considered only when a student's final average is within a few points of the cut-off for the next highest grade.

The grade of "Incomplete" is not an automatic grade. Arrangements for this must be made with me prior to the end of the semester. A minimum requirement for eligibility will be that the student has successfully passed more than half of the course when an "I" is given. According to university regulations, the student must initiate the paperwork necessary to receive an incomplete grade.

IX. ACADEMIC RESPONSIBILITY

The University Catalog and Student Handbook discuss plagiarism and academic dishonesty. Any student violating these codes will be held responsible.

X. GRADE APPEALS

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.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XI. OFFICE HOURS

Room: Bay Hall 315
Monday 6:00 PM to 7:00 PM
Tuesday 8:30 AM to 9:30 AM, 6:00 PM to 7:00 PM.
Wednesday 3:00 PM to 4:00 PM
Thursday 8:30 AM to 9:30 AM

Other times by appointment

XII. ASSIGNMENTS AND READINGS
(ABREVIATIONS USED FOR READINGS)


ASSIGNMENTS

          The Texas State Board of Examiners of Psychologists – Rules, Regulation and Laws concerning the use of Psychological Tests and the qualifications and limitations for their use.
          Assignment of WAIS-IV test kits, review of WAIS-IV Record Forms.
          Introduction and overview to testing theory and statistical rationale

09/02  LAB – WAIS-IV Administration

09/05  LABOR DAY HOLIDAY

09/12 – WAIS-IV Administration and Scoring Manual
          F & K₂

09/19 – How to Administer and Score the WAIS-IV
          F & K₂

09/26 – How to Interpret the WAIS-IV
          F & K₂

10/03 – Strengths and Weaknesses of the WAIS-IV Clinical Applications:
          Low Incidence populations
          F & K₂

10/10 – Clinical Applications: Gifted, Learning Disabled and Diverse populations
          Report Writing – Introduction and Overview
          F & K₁
10/14 – LAB – Test Administration

10/17 – Cross Battery Testing – Introduction and Overview.
  F & O

  L & M

10/31 – How to Administer and Score the WISC-IV
  F & K

11/07 – Developmental Assessment – Language, Autism Spectrum, Adaptive Behavior,

11/11 – LAB – Administrations of the WISC-IV.
11/14 – Integration of test results into a Cross Battery Assessment Report
  F & O

11/21 – How to write a “Recommendations” section that is useful and informative
  L & M

11/25 – LAB – Integrating the assessment tests of specific abilities and screening
  instruments

11/28 – Special Issues in Psychological Assessment

12/05 – Administration and Scoring of Achievement Tests
  F & O

05/05 – Professional and Ethical Issues in school and institutional settings

05/12 – Final administration examination and turn in all materials.