Course: Intellectual Assessment  
Instructor: Sam S. Hill, III, Psy.D., LSSP  
Meeting Room: BH-201  
Meeting Time: W – 7:00 PM – 9:30 PM  
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Course Number: PSYC5443.001  
Semester: Fall 2012  
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(This is my cell phone so it better be an emergency.)

SYLLABUS

I. TEXT (Required)


IA. TEXTS (Optional)


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 psychologist 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. **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.

VI. 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 ADVISING**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and department chair. The College's Academic Advising Center is located in Driftwood 101 E, and can be reached at 825-3466.

**X. ACADEMIC RESPONSIBILITY**

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

**XI. 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.

XII. OFFICE HOURS

Room: Bay Hall 315
Tuesday 12:30 PM to 1:30 PM, 3:00 PM to 4:00 PM.
Wednesday 3:00 PM to 4:00 PM
Thursday 12:30 PM to 1:30 PM

Other times by appointment

XIII. ASSIGNMENTS AND READINGS

(ABREVIATIONS USED FOR READINGS)


   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

08/24 LAB – WAIS-IV Administration Friday

08/29 – C – I. THE ORIGINS OF INTELLIGENCE ASSESSMENT
   C – Ch. 1 – A History of Intelligence Assessment: The Unfinished Tapestry
   C – Ch. 2 – A History of Intelligence Test Interpretation

   WAIS-IV Administration and Scoring Manual
09/05 – C – II. CONTEMPORARY THEORETICAL PERSPECTIVES
   C – Ch. 3. Foundations for Better Understanding of Cognitive Abilities
   C – Ch. 4. The Cattell-Horn-Carroll Model of Intelligence
   C – Ch. 5 Assessment of Intellectual Profile: A Perspective from Multiple-Intelligences Theory
SA – Ch. 1 Challenges in Assessing Children: The Process
SA – Ch. 2 Challenges in Assessing Children: The Context
WISC-IV Administration and Scoring Manual

09/12 – C – Ch. 6. The Triarchic Theory of Successful Intelligence.
   C – Ch. 7 Planning, Attention, Simultaneous, Successive: A Cognitive-Processing-Based Theory of Intelligence.
SA – Ch. 3 Ethical, Legal and Professional Issues
SA – Ch. 4 A Primer on Statistics and Psychometrics

C – III. CONTEMPORARY INTELLIGENCE, COGNITIVE, AND NEUROPSYCHOLOGICAL BATTERIES (AND ASSOCIATED ACHIEVEMENT TESTS)
   C – Ch. 8 The Wechsler Adult Intelligence Scale – Fourth Edition and the Wechsler Memory Scale – Fourth Edition.
SA – Ch. 5 Ethnic Minority Children
SA – Ch. 6 Administering Tests to Children

   C – Ch. 10 The Stanford-Binet Intelligence Scales, Fifth Edition

SA – SECTION II. THEORIES AND ISSUES IN INTELLIGENCE
SA – Ch. 7 Historical Survey and Theories of Intelligence
SA – Ch. 8 The Development and Measurement of Intelligence

09/26 – Class rescheduled to Friday 09/28 from 4 PM to 6:30 PM
   C – Ch. 12 The Woodcock-Johnson Normative Update: Test of Cognitive Abilities and Tests of Achievement
   C – Ch. 13 The Differential Ability Scales – Second Edition
   C – Ch. 14 The Universal Nonverbal Intelligence Test: A Multidimensional Nonverbal Alternative for Cognitive Assessment

SA – SECTION III: THE WECHSLER TESTS
SA – Ch. 9 Wechsler Intelligence Scale for Children-Forth Edition (WISC-IV): Description
SA – Ch. 10 WISC-IV Subtests

10/03 – C – Ch. 15 The Cognitive Assessment System: From Theory to Practice
C – Ch. 16 The Reynolds Intellectual Assessment Scales and the Reynolds Intellectual Screening Test
C – Ch. 17 The NEPSY-II
SA – Ch. 11 Interpreting the WISC-IV
SA – Ch. 12 Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III)
SA – Ch. 13 WPPSI-III Subtests and Interpreting the WPPSI-III

10/05 – LAB – Test Administration

10/10 – C – Ch. 18 The Wechsler Nonverbal Scale of Ability: Assessment of Diverse Populations

C – IV. COMTEMPORARY INTERPRETIVE APPROACHES AND THEIR RELEVANCE FOR INTERPRETATION
C – Ch. 19 The Cross-Battery Assessment Approach: An Overview, Historical Perspective, and Current Directions
C – Ch. 20 Cognitive Hypothesis Testing: Linking Test Results to the Real World

SA – SECTION IV: OTHER MEASURES OF INTELLIGENCE
SA – Ch. 16 Stanford-Binet Intelligence Scales-Fifth Edition (SB5)
SA – Ch. 17 Differential Ability Scales-Second Edition
SA – Ch. 18 Assessment of Intelligence with Specialized Measures

10/12 – Turn in WAIC-IV Kits. Administration Examination. Issue of WAIS-IV Kits

SA – SECTION V. REPORT WRITING
SA – Ch. 19 Report Writing

10/17 – C – Ch. 21 Processing Approaches to Interpretation of Information from Cognitive Ability Tests: A Critical Review
C – Ch. 22 Testing with Culturally and Linguistically Diverse Populations: Moving beyond the Verbal-Performance Dichotomy into Evidence Based Practice
C – Ch. 23 Lining Cognitive Abilities to Academic Interventions for Students with Specific Learning Disabilities
SW – Ch. 1 General Guidelines for Administering Tests

10/24 – C – ASSESSMENT OF INTELLIGENCE AND COGNITIVE FUNCTIONING IN DIFFERENT POPULATIONS
C – Ch. 24 Cognitive Assessment in Early Childhood: Theoretical and Practice
Perspectives
C – Ch. 25 Use of Intelligence Tests in the Identification of Giftedness
C – Ch. 26 Use of Ability Tests in the Identification of Specific Learning Disabilities within the Context of an Operational Definition
SW – Ch. 2 Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV): Description

10/31 – C – Ch. 27 Assessment of Intellectual Functioning in Autism Spectrum Disorder
C – Ch. 28 Cognitive and Neuropsychological Assessment of Attention-Deficit/Hyperactivity Disorder: Redefining a Disruptive Behavior Disorder
C – Ch. 29 Intellectual and Neuropsychological Assessment of Individuals with Sensory and Physical Disabilities and Traumatic Brain Injury
SW – Ch. 3 – WAIS – IV Subtests

11/07 – C – Ch. 30 Use of Intelligence Tests in the Identification of Children with Intellectual and Developmental Disabilities

C – VI. CONTEMPORARY AND EMERGING ISSUES IN INTELLECTUAL ASSESSMENT
C – Ch. 31 Using the joint Tests Standards to Evaluate the Validity Evidence for Intelligence Tests
C – Ch. 32 Using Confirmatory Factor Analysis to Aid in Understanding the Constructs Measured by Intelligence Tests
SW – Ch. 4 Interpreting the WAIS-IV

11/09 LAB

11/14 – C – Ch. 33 The Emergence of Neuropsychological Constructs into Tests of Intelligence and Cognitive Abilities
C – Ch. 34 The Role of Cognitive and Intelligence Tests in the Assessment of Executive Functions
C – Ch. 35 Intelligence Tests in the Context of Emerging Assessment Practices: Problem-Solving Applications
SW – Ch. 5 Report Writing Guidelines

11/21 – C – Ch. 36 Intellectual, Cognitive, and Neuropsychological Assessment in Three-Tier Service Delivery Systems in Schools
C – Appendix. The Three-Stratum Theory of Cognitive Abilities

11/28 – SW – Ch. 6 Aging and Cognitive Ability

12/05 - TBA