Description and Goals of the Course

A graduate level course in the assessment of intellectual abilities. This course will engage students in the study of the principle theories of intelligence and their relevance to applied psychology. Class will focus instruction in the theoretical, ethical, and practical application of intellectual assessment in clinical settings using standardized instruments, such as the WAI-IV and WISC-V. Most of the focus will be on administering, scoring, analyzing, and reporting psychological test results of cognitive ability. Students will also review the current development and use of other instruments which assess cognitive function. This course provides students with initial competence; it is not as a stand-alone course to provide the qualifications necessary to independently perform cognitive assessments. Students wishing to gain such proficiency must also complete an integrated sequence of graduate-level courses, including supervised practica designed for professional-level competence.

In order to do an effective job with these tests, it is imperative that you have knowledge of 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 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 (CBA), 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 Cattel-Horn- Carroll (CHC) theory of cognitive abilities.

Student Learning Objectives

1) Become competent in the administration and scoring of intellectual tests.
2) Learn to effectively communicate test findings verbally and in writing.
3) Understand the reasons for the development and use of psychological tests of cognitive ability 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 a considerable amount of time to master course material. Students must read test manuals (in addition to required texts) and study and use test materials. Students are also expected to participate in class discussions and complete numerous scoring and test administrations. In addition to attending regularly scheduled classes, students will meet
approximately weekly with the instructor or Teaching Assistant to review test administration, scoring, and report writing for their cases.

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

**Required Texts:** *(Refer to #s her for course schedule/assignments)*


Additional Required Reading: limited to select articles distributed in class

**Blackboard**
We will use Blackboard for posting important class documents including information about tests, supplemental readings, specific instructions for the various writing assignments, announcements, etc. In addition, homework and project assignments will be posted on and submitted to Blackboard. It is your responsibility to check Blackboard regularly to ensure completion of all required coursework. If you do not know your login information, please contact the IT Help Desk, (361) 825-2692. If there are issues within your Blackboard course, please contact me first, as typically the instructor is the only one who can make changes/fix issues within a course. If you are having technical difficulties, please contact the IT Help Desk or your ISP.

**Course Evaluation**

**Readings**
You are required to read assigned sections/chapters/articles *before* the class during which we will discuss them. You may also be assigned additional readings throughout the semester. Instructions on accessing assigned readings will be posted on Blackboard. These supplemental readings are designed to broaden your understanding of the subject material.

**Group Practice**
Each student will administer the WAIS and WISC with a group of peers. As a group of 2 to 3, you are responsible for completing one complete administration of each test (alternating roles as examiner, examinee, and observer). Turn in one completed protocol (with all of your names on it) and one hand scored protocol. Each individual will turn in a short reflection about the assessment, highlighting areas of strength in the administration and areas for further improvement moving forward.

**Skills Check**
Prior to working with any volunteers, students will complete a skills check with the instructor or TA and demonstrate proficiency in administering the WAIS and WISC. You will be asked to individually administer a few selected subtests and will be evaluated on your proficiency with these administrations. Students may be required to complete additional administration if basic proficiency is not demonstrated.
Basic Test Administration
Students will administer and score 6 individual cognitive skill tests (3 WAIS and 3 WISC). Students will locate volunteer examinees of ages appropriate for the test being administered (*important information about Students’ examinee’s is provided under Additional Information below) and submit their scored protocols. You may choose one of the three completed administrations to write a written report of results with interpretation and recommendations. Protocols and reports will be evaluated primarily based on the mechanics of administration and scoring, though they are also expected to learn skills in writing reports and interpreting test results. Students will focus more on administration and scoring at the beginning of the course and later shift their focus to the report. It is expected that students will demonstrate growth in their administration, scoring, and report writing throughout the semester. The Basic Test Administration grading rubric will be provided in class.

Recorded Observation
Students will video record one of their test administrations in its entirety. Students will watch their own videos and complete a self-evaluation of their test administration. A supervisor will also complete a similar evaluation and provide feedback to the student. The observation will be graded as Pass or Fail based on whether the student completes the requirements, not based on performance during test administration. Its purpose is to provide detailed feedback to the student. The Recorded Observation should be completed by March 20th.

Peer Review
Students will peer review a classmate’s assessment video that provides corrective feedback regarding administrations and scoring criteria using the observation checklist as a guide.

Reports
Throughout the course, each student will write five brief psychological reports/sections of reports. More information and examples will be shared in class. Reports must be typed, 12 point, double spaced, and have submitted via Blackboard in Word or PDF format. Students may be required to submit additional reports if basic proficiency is not demonstrated.

Class Presentation
Students will work in pairs to complete two short presentation to the class. One presentation will focus on assigned readings and the other is a case study. The purpose of these presentations is to help build and reinforce professional competence, as well as prepare you for oral examinations at the end of your graduate program. The presentation rubrics will be provided to you in class.
Final course grades will be based on the percentage of total points earned during the semester.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Each</th>
<th>Total Possible</th>
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</thead>
<tbody>
<tr>
<td>Two (2) Group Administration forms with Examiner Checklist, Reflection, and Question (1 WAIS-IV, 1 WISC-V)</td>
<td>50</td>
<td>100</td>
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<tr>
<td>Two (2) Competency Administration with Instructor or TA (1 WAIS-IV, 1 WISC-V)</td>
<td>50</td>
<td>100</td>
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<tr>
<td>One (1) Recorded observation with Personal Critique</td>
<td>Pass/Fail</td>
<td>Pass/Fail</td>
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<tr>
<td>One (1) Peer Review of Recorded Observation with Examiner Checklist and Reflection</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Two (2) scoring assignments (1 WAIS-IV, 1 WISC-V)</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Two (2) scoring assignments with report (1 WAIS-IV, 1 WISC-V)</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Four (4) test administrations and scoring (2 WAIS-IV, 2 WISC-V)</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>Two (2) test administration with psychological reports (1 WAIS-IV, 1 WISC-V)</td>
<td>75</td>
<td>150</td>
</tr>
<tr>
<td>One (1) psychological report to include cognitive and achievement testing</td>
<td>75</td>
<td>75</td>
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<tr>
<td>*administer achievement test to previous volunteer for this comprehensive report. This report should build upon your psychological report.</td>
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<tr>
<td>Group Project 1 – Reading Summary Presentation</td>
<td>40</td>
<td>40</td>
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<tr>
<td>Group Project 2 – Case Study</td>
<td>40</td>
<td>40</td>
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<tr>
<td>Participation/Other</td>
<td>45</td>
<td>45</td>
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<td>TOTAL /950 pts.</td>
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</table>

90-100% = A indicates work of distinction, of consistent and exceptionally high quality
80-89% = B indicates good work, maybe not consistent or of distinction
70-79% = C indicates average work
60-69% = D indicates marginal work
Below 60% = F indicates unacceptable work

**VERY IMPORTANT – Late Work/Missed Exams**
All assignments must be completed and submitted by the scheduled due date specified on the syllabus or by the instructor. Points will be deducted for assignments not turned in on time (-10% per day late). Incompletes will be awarded only under rare and unusual circumstances and with prior instructor approval.

**Class Attendance and Participation:**
Class and lab attendance is strongly encouraged; however, students are allowed one excused absence for the semester (students are still responsible for all materials covered/assignments due that day and late penalties will apply). In the unlikely event that a student is absent on the day of their presentation, the student should plan to provide the instructor with all materials prepared in advance of the class’ start time. Students who become ill or plan to miss class should let the instructor know ahead of time, if possible. Students who are absent are expected to obtain
material and information from the missed class, will need to meet with the instructor, and may be asked to complete additional assignments to make up for missed class time. More than one absence may result in a failing or incomplete grade.

**Correspondence**

Email is the best way to get in touch with me. *Be sure to include your course & section number in the email subject line*. I generally respond to email within 24 hours, except on the weekends. I am always ready and willing to make myself available to help you succeed in this course. While most questions can probably be answered via email, you may also schedule meetings during office hours to discuss more complicated concerns. Be sure to identify and remedy any concerns as early as you can during the semester. The more time we have to address concerns, the more likely it is that we will be able to resolve it in a way that allows you to be successful. If you wait until the end of the semester, there is little I can usually do to help at that point. I will also periodically send emails to your student islander account. If you haven't already, you are encouraged to sync your islander email with your phone so that you don't miss any important messages.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero for the assignment or exam, an increased level of testing security, and/or referral for an academic integrity issue.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class; however, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation will NOT automatically result in your being dropped from the class. April 6th is the last day to drop a class with an automatic grade of “W” this term.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Grade Appeals
As stated in University Procedure 13.02.99.C2.03, 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 Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.
# COURSE SCHEDULE
*This is a tentative schedule. Dates may change at the discretion of the Instructor.*

<table>
<thead>
<tr>
<th>Date</th>
<th>TOPIC</th>
<th>ASSIGNED READINGS</th>
<th>LAB</th>
<th>ITEMS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>Course Overview &amp; Expectations, What is Intelligence?</td>
<td>• APA Code of Ethics in Psychological Testing</td>
<td>• Course Logistics</td>
<td>• Review Syllabus</td>
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<td></td>
<td>Background/Contemporary issues in Assessment</td>
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<td>• Assessment Procedures &amp; Consent</td>
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<td></td>
<td>• Check-out WAIS kits &amp; protocols</td>
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<td>01/23</td>
<td>Ethical Practice &amp; Assessment, Examiner Characteristics</td>
<td>• TSBEP Rules, Regulations, &amp; Laws concerning the use of Psychological Tests</td>
<td>• WAIS Administration Procedures &amp; Protocols</td>
<td>• Bring WAIS to Class</td>
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<tr>
<td></td>
<td>History &amp; Theory of Assessment</td>
<td>• Sattler Chs 3,7,8</td>
<td></td>
<td>• Assign Groups &amp; Sign up for Presentation Topics</td>
</tr>
<tr>
<td>01/30</td>
<td>Psychometric Foundations of Assessment, WAIS-IV – Understanding the Subtests</td>
<td>• Sattler Chs 1,2</td>
<td>• WAIS Practice</td>
<td>• Group WAIS form due (with Examiner Training Checklist, Reflections, Questions)</td>
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<td>• WAIS Examiner’s Manual</td>
<td>• Schedule WAIS Competency administration</td>
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<td>02/06</td>
<td>WAIS-IV – Interpretations &amp; Recommendations</td>
<td>• Sattler Ch 4</td>
<td>• Scoring the WAIS</td>
<td>• WAIS-IV Competency Administration with TA/Instructor (times vary)</td>
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<td></td>
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<td>• WAIS Examiner’s Manual</td>
<td></td>
<td>• WAIS administration questions</td>
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<tr>
<td>02/13</td>
<td>Finish WAIS-IV Introduction to Report Writing</td>
<td>• Sattler Chs 6,9</td>
<td>• Practice Profiles</td>
<td>• HW due - WAIS scoring assignment</td>
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<td>• Lichtenbeger &amp; Kaufman</td>
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<tr>
<td>02/20</td>
<td>Finish WAIS-IV Report Writing, Clinical Applications: Special Populations, Low Incidence Populations, Intellectual Extremes</td>
<td>• Lichtenbeger &amp; Kaufman</td>
<td>•</td>
<td>• HW due – WAIS scoring assignment w report</td>
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<tr>
<td>02/27</td>
<td>Strengths &amp; Weaknesses of the WAIS-IV Address Questions/Concerns in Assessment</td>
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<td>• HW due – WAIS administration with scoring</td>
</tr>
<tr>
<td>03/06</td>
<td>WISC-V Overview: Theory &amp; Foundations Assessment of Children</td>
<td>• Sattler Ch 9,10</td>
<td>• Turn in WAIS, check out WISC</td>
<td>• HW due – (1) WAIS administration with scoring &amp; (1) WAIS administration with report</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Due Dates/Assignments</td>
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<tr>
<td>03/20</td>
<td>WISC-V: Understanding the Subtests</td>
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</tbody>
</table>
  - WISC-V Administration and Scoring Manual Ch3  
  - WISC-V Practice  
  - Schedule WISC-V Administration  
  - HW due – Recorded observation with personal critique |
| 03/27 | WISC-V Administration & Scoring |  
  - WISC-V Administration and Scoring Manual  
  - Scoring the WISC-V  
  - HW due - Group WISC-V Record form (with Administrative Checklist, Reflections, and Questions)  
  - Assign – Recorded observation peer review |
| 04/03 | WISC-V Interpretation and Recommendations  
**Last Day to Drop a Course 04/07** |  
  - Sattler Ch 11  
  - WISC-V Administration and Scoring Manual pp55-76  
  - Address WISC-V follow up questions  
  - Practice Profiles  
  - Instructor/TA - Return observation critique  
  - HW due – WISC scoring assignment  
  - HW due – Peer review of recorded observation  
  - WISC-V Competency Administration with TA/Instructor (times vary) |
| 04/10 | Continue Interpretation of the WISC-V  
Report Writing: Technical Aspects & Recommendations |  
  - Lichtenbeger & Kaufman  
  - HW due – WISC scoring assignment w/report |
| 04/17 | Clinical Applications: Practice Effects, Learning Disability Assessment |  
  - check out achievement tests  
  - HW due – WISC administration and scoring |
| 04/24 | Achievement Testing: Introduction, Administration, & Scoring  
Introduction to Woodcock-Johnson IV |  
  - Turn in WISC-V  
  - Continue to check out/coordinate achievement  
  - HW due – (1) WISC administration with scoring & (1) WISC administration with report |
| 05/01 | Cross-Battery Assessment: Introduction & Overview |  
  - Turn in WISC-V test kits  
  - HW due – 3rd test administration with report |
| 05/08 | Check-in test kits and extra protocols |  
  - No Lab  
  - |
Additional Information

Course Guidelines:
1. Off-site testing requires that you have demonstrated necessary progress expected of a graduate level student. As such, prior to administering assessments to any volunteers, students must successfully complete a graded test administration with either the professor or Teaching Assistant (TA).
2. Students must recruit test subjects as described below.
3. Ages and numbers of examinees to be tested are as follows:
   - WISC-V \(\Rightarrow\) Three examinees total. At least one should be a male and one a female child. At least one child must be between the ages of 6-12 and one must be 9-16 years of age.
   - WAIS-IV \(\Rightarrow\) Three examinees total. At least one must be male and one must be female. At least one must be between the ages of 18-30 and another between the ages of 31-60.
   - Achievement Test \(\Rightarrow\) One examinee total. This person can be any gender and age.
4. 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 protocol.
   - 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.
5. No person except for you, the instructor, and the 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 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.
6. Student 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.
7. Violation of #3, 4, or 5 in this section will lead to the student’s immediate dismissal from the course.
8. Students may not pay the examinee’s mileage or provide any other financial incentive to participate.
9. 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.
10. 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 or 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 class on the date due.
4. Dates for submitting reports are on the course schedule below.
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 before 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 test kits.
8. You are responsible for maintaining all components of your assigned kits. Should any portions be lost or damaged, you will be responsible for the cost of replacement of the item(s).
9. Students are encouraged to purchase their own stopwatch needed during testing. If unable to purchase your own, the Psychology Department has a limited number that can be loaned on a first-come basis.
10. Record all examinee responses neatly. If the Response Booklet is illegible, copy the examinee’s responses onto a second response booklet. Scoring cannot be checked unless the Record Booklet is readable.

Group Presentations:
1. To help build and reinforce professional competence, as well as prepare you for oral examinations, you will be paired with a classmate to complete two presentations in this course.
2. One presentation will provide you the opportunity to present some aspect of assessment to classmates. This requires you to not only read and report course information, but you are also expected to synthesize the assigned chapter with prior learning in this and other psychology courses. Additional requirements and a grading rubric will be provided in class.
3. Your team will also be responsible for presenting a case study to the class. The purpose of this activity is to help you conceptualize a person’s cognitive performance through the lens of formal assessment. Additional requirements and a grading rubric will be provided in class.