

**COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPT. OF PSYCHOLOGY AND COUNSELING
FALL SEMESTER 2007
PSYC 7100
INTELLECTUAL ASSESSMENT
Section (A) WEDNESDAY: 5-9 pm
Section (B) WEDNESDAY: 3-7 pm
4 CREDIT HOURS**

COURSE DESCRIPTION

This course is designed to provide training on the major intellectual assessment tools used by psychologists in a variety of settings. The course will focus on the administration, scoring and interpretation of the Wechsler Scales. Additional training will be provided on other commonly used measures of intelligence and cognitive processing. Strategies for conducting the clinical interview, report writing, and providing oral feedback on testing results to clients will also be presented.

Prerequisite: Approval of Instructor and Head of Department.

REQUIRED TEXTBOOKS & MATERIALS

Sattler, J.M. (2001). *Assessment of children: Cognitive applications*. San Diego, Ca:

Jerome M. Sattler, Publisher, Inc. NJ: Prentice-Hall.

Sattler, J.M. & Dumont, R. (2004). *Assessment of children: WISC IV and WPPSI-III*

supplement. San Diego, Ca: Jerome M. Sattler, Publisher, Inc. NJ: Prentice-Hall.

Materials:

- Packet of protocols (available for purchase through Department Secretary, Ms. Terrie Adrian)
- 1 Stopwatch or wristwatch with timer (no audible beeps)
- Clip Board
- Portable cassette recorder

Additional Required Readings (On reserve at P & C Office):

Kamphaus, Randy W. (2001). *Clinical assessment of child and adolescent intelligence*

(2nd ed.). Needham Heights, MA: Allen and Bacon.

Kaufman, Alan S. & Lichtenberger, Elizabeth O. (2002). *Assessing adolescent and adult*

intelligence (2nd ed.). Boston, MA: Allyn & Bacon.

Mather, N. & Jaffe, L. E. (2002). *Woodcock-Johnson III: Reports, recommendations, and*

strategies. New York: John Wiley & Sons, Inc.

Loaned from Department of Psychology & Counseling:

Riverside Publishing Company (2001). *Woodcock-Johnson Tests of Cognitive Abilities*

(3rd ed.). Itasca, IL: The Riverside Publishing Company.

The Psychological Corporation. (1993). *Wechsler Intelligence Scale for Children*

(4th ed.). Atlanta: Harcourt Brace Jovanovich, Inc.

The Psychological Corporation. (1998). *Wechsler Adult Intelligence Scale*

(3rd ed.). Atlanta: Harcourt Brace Jovanovich, Inc.

COURSE EDUCATIONAL OUTCOMES:

General provision of intensive experience, under supervision, in a clinical setting should result in demonstrated knowledge of various categories of individuals with a wide variety of behavioral and learning difficulties. It is expected that proficiency in intellectual assessment will be reached only through a wide range of training experiences including this course, additional supervised practica in assessment, clinical/school psychology internship and clinical residency. After gaining a broad background in psychological and educational issues, students should complete the following educational outcomes relevant to the clinical counseling and the school psychology programs at Valdosta State University (please see the listing below):

Master of Science Clinical/Counseling Psychology Outcomes

Students will demonstrate:

1. Competence in appropriate assessment practices and issues
3. Knowledge of DSM diagnostic criteria skill as it relates to intellectual assessment
7. Integration of information from several sources (e.g., testing, interviews, observations, etc.) in the writing of assessment reports
10. Knowledge and awareness of the needs of a culturally diverse clientele
11. Understanding of ethical issues and resolution of moral dilemmas

School Psychology Outcomes

Students will demonstrate:

2.1 Knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring needs and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.

2.2 Knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 Knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.4 Knowledge of human development processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of

interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 Knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

COURSE OBJECTIVES:

In addition to those objectives related to general background information, the student will develop the necessary skills to administer, score, and interpret selected tests and to report findings and conclusions in written and oral form. More specifically, upon successful completion of this course each student should be able to:

1. Administer and score the Wechsler Scales following standardized procedures.
2. Administer and score the Woodcock-Johnson III Tests of Cognitive Abilities following standardized procedures.
3. Demonstrate knowledge and familiarization with alternative cognitive measures such as the Stanford-Binet-V, the Differential Ability Scales- II, and the Universal Nonverbal Intelligence Test.
4. Demonstrate and be able to describe the interpretive approaches used in class and outlined in the textbook.
5. Describe various approaches to intellectual assessment and theories of intelligence.
6. Understand various statistical concepts related to intellectual assessment (examples, reliability, validity, T scores, etc.).
7. Understand the differences between norm referenced and criterion referenced testing.
8. Identify the major strengths and weaknesses of tests taught in class.
9. Accurately and concisely present results in both written and oral forms for various audiences (i.e. other professionals, parents, clients).

COURSE EVALUATION:

The following minimum assignments must be met:

Tests Administrations and Protocol Submissions:

Students will be required to administer:

- WISC-IV: (1) required practice protocol + (3) graded protocols = 4 total
- WAIS-III: (1) required practice protocol + (3) graded protocols = 4 total
- WJ III COG: (2) graded protocols = 2 total
- UNIT, DAS-II **or** SB-5: (1) protocol
- KTEA: (1) protocol

Examinees must be volunteers (details provided below) and there must be at least one elementary school age child (grades K-5) and one adult (over 30) included in the sample.

Completed protocols should be void of all identifying information related to the examinee and turned in to the instructor according to the attached schedule. Protocols will be graded according to the forms provided. A procedure for turning in protocols will be outlined during the first class session. If this procedure is not followed, students may be dismissed from the course. Each completed formal administration and protocol for all tests are worth 20 points.

Of the **formal administrations** of the WISC-IV and the WAIS-III, one WISC-IV and one WAIS-III must be **videotaped** (preferably the last). In addition, the student must complete **two assessment reports (at least one each: WISC IV, WAIS III)**. **One oral case presentation must also be conducted** in class on a case involving one of the alternative cognitive measures. Requirements for each of these tasks will be presented below.

Mid Term

The in class midterm may consist of multiple choice, true false and/or short answer (worth 40 points) as well as one protocol completion exercise. The total points possible on the midterm will be 80 points.

Final Exam

The final exam may consist of multiple choice, true false and/or short answer questions. There may also be a brief report writing exercise. It will be administered during finals week according to the VSU final exam schedule. It will be worth 100 points.

Written Reports

One administration of the WAIS-III and the WJ III COG will be given to an adult volunteer and the test results will be integrated into a written report. Additionally, one administration of the WISC-IV and the KTEA will be given to a school aged child participant and test results will be integrated into a written report.

The reports will be structured according to more detailed guidelines provided at a later date. The instructor will give written feedback on the first completed report and the student will have the opportunity to make corrections and resubmit the report for a grade. The second report will be graded with no allowance for corrections. Each report will be worth 45 points.

Oral Presentations

Each student will deliver one 30-minute class presentation of a selected case during the last regular class period. For the first 15 minutes, the student will present the case as if the audience was primarily other professionals. For the second 15 minutes, the student will present as if the audience was the client or caregiver. Details on these presentations will be made available at a later date. The presentation is worth 30 points.

Videotaped administration

One video recording of each of the WISC-IV and WAIS-III administrations is required. The student is to complete and submit the videos by the dates listed in the class schedule. Video tapes must be in 1/2-inch VHS format or compatible with a VHS converter. The permission form and accompanying protocol for the video must be submitted with the video tape to the course instructor. Identifying information should not be listed anywhere on the protocol or found on the video or audio tape recordings. Each video is worth 50 points.

Grading Scale:

Administrations/Protocols	160
(8 @ 20 points each)	20
Choice of UNIT, DAS-II, or SB-5 (1 @ 20 points)	20
KTEA (1 @ 20 points)	
Videos (2 @ 50 points)	100
Reports	90
(2 @ 45 points each)	
Oral Presentations (1 @ 30 points)	30
Midterm exam	80

Final exam	100
TOTAL POINTS POSSIBLE	600

Grades

540	-	600	A
480	-	539	B
420	-	479	C
360	-	419	D
418 and below			F

COURSE GUIDELINES FOR TESTING AND SECURING VOLUNTEERS:

- You are responsible for securing all test subjects. Attempts by the student examiner to administer tests to children and adults of varying ages. The student should also try to have an equal number of males and females and there should be at least one elementary aged child (K-5) and one adult over 30 in the sample.
- Try not to test pupils at a school where you teach, your own children, or the children of close friends or relatives. However, your own children or the children of close friends can be tested by other class members and an exchange system set up.
- You **MUST** use the video recording permission form provided in class prior to the video administration and submit it with the protocol. All examinees *must be volunteers*. You must have specific permission from the instructor to test in a school, clinic, hospital, or institution. For testing and video taping children, parental permission **MUST** be secured using copies of the permission form attached to this syllabus.
- You are not authorized to present yourself as a representative of Valdosta State University or the Department of Psychology and Counseling. You may state your student status.
- **NO PERSONS**, except you and the course instructors, are to know the score of any examinee unless permission is given by the course instructor. On test booklets, designate examinees by their first names and first initial of last name only. For the purposes of this course, **NEVER** place any other identifying information on the test booklet.
- You are to make no recommendations for psychological or medical treatment to the examinee or parents on the basis of your evaluation. Parents must be told beforehand that the *test scores will not be disclosed to them*. Tell the parent and/or examinee that you are learning how to administer the test and are not sure how reliable and valid the results will be. You can emphasize, in recruiting examinees, that the session will be interesting and challenging.

- For record forms, copies will NOT be accepted. Test protocols are copyrighted material and therefore can not be reproduced without the publisher's permission.
- Writing on protocols must be legible to allow accurate scoring by the course assistant. If writing is illegible, you will be asked to copy the information to another protocol. Examinee responses are exactly recorded.
- Test materials you have signed out must be returned on or before the exam date scheduled during the standard final exam date. Missing materials will be replaced at your expense. Final grades will not be released until materials are returned or reimbursement is made. All testing kits will be loaned to students through the course instructor. **Protocols for the course are prepackaged and available through the P & C Dept. Secretary, Ms. Terri Adrian.**

COURSE GUIDELINES FOR VIDEOTAPED ADMINISTRATIONS:

Videos should be a record of competent administration of any instrument done for class credit. Intense practice by the student before this point is expected. The instructor will provide information on taping procedures. If you decide to tape in-house, you must abide by the rules of the VSU library's media services. Tapes of administrations should be erased after review.

NOTE: Please remember, the material that you obtain from your examinee is confidential. You are expected to treat it as such. NEVER discuss the examinee or any of the test results outside class. Please remember that disclosure by student examiners to others may result in your dismissal from the Graduate Program.

COURSE GUIDELINES FOR REPORTS:

1. All reports must be typewritten (Times New Roman 12-point font) and double spaced.
2. Follow the outline provided by the instructor.
3. All protocol materials must accompany reports.
4. Carefully proofread (and correct) each report before submittal.

ATTENDANCE AND OTHER CLASS POLICIES

- Classes will consist of lectures, case presentations, demonstrations, video, overhead and PowerPoint presentations, and cooperative learning exercises. Pre-exam review activities may be scheduled prior to each exam.

- Students are expected to attend class on time. Attendance in class is necessary for successful learning and completion of assignments.
- Students will be expected to complete readings and assignments prior to the specified class meetings. Five points will be subtracted for each day late an assignment is submitted.
- Untyped assignments will not be accepted. Grammar, spelling, formatting, and professional presentation style will be factored into the grading of all written work.
- Students are encouraged to periodically meet with instructors to obtain feedback regarding progress.
- Withdrawals from class can be made at a passing level prior to midterm. Afterwards, incomplete work will receive a grade of 0, and grades will be determined based on full semester criteria.

PLAGIARISM AND CHEATING POLICY:

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please see page 39 of the VSU Student Handbook.)

It should be noted that fabricating or falsifying test data for any of the required assignments is also considered a form of cheating and can lead to automatic failure for the course and potentially dismissal from the program.

SPECIAL NEEDS STATEMENT:

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and

subsequent Executive Orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities in 1115 Nevins Hall, 229.245.2498 (voice) and 229.219.1348 (tty).

INSTRUCTOR

Dr. Katharine Adams
Dept. of Psychology and Counseling
901 N. Patterson St, Valdosta
Office # 5
Phone: (229) 333-5982
Office hours:
Mon. 2-4 pm
Tues. 1-4 pm
Thurs. 10-1 pm
Fri. 11-1 pm
E-mail: ksadams@valdosta.edu

TENTATIVE COURSE OUTLINE

DATE	TOPIC	CHAPTER
8/15	<u>Didactic:</u> <ul style="list-style-type: none">• Overview of syllabus• History/Theories of Intelligence Testing• Lab/Protocol /Test Kit procedures	<u>Read:</u> Sattler Ch.1,2,5
8/22	<u>Didactic:</u> <ul style="list-style-type: none">• Statistics and Measurement• General testing guidelines• Overview and demonstration of	<u>Read:</u> Sattler Ch. 4, 12 WAIS-III manual <u>SIGN OUT WAIS-III</u> <u>KITS</u>

WAIS-III

8/29	<u>Lab:</u> Test evaluation <u>Didactic:</u> <ul style="list-style-type: none">• Ethics• WAIS-III demonstration, subtest review, and interpretation.	<u>Read:</u> Sattler Ch. 3, 13
DATE 9/5	<u>Lab:</u> Practice WAIS-III subtests TOPIC <u>Didactic:</u> <ul style="list-style-type: none">• Overview and demonstration of WJ III COG <u>Lab:</u> <ul style="list-style-type: none">• Student demonstration of more difficult WAIS-III subtests.• Scoring and Interpretation of WAIS-III	CHAPTER <u>Read:</u> Kaufman & Lichtenberger Ch14 WJ III COG manual Practice WAIS-III (WA) protocol due <u>SIGN OUT WJ III COG KITS</u>
9/12	<u>Didactic:</u> <ul style="list-style-type: none">• WJ III COG subtest review• Scoring and Interpretation of WJ III COG <u>Lab:</u> Practice WJ III COG subtests	<u>Read:</u> Mather & Jaffe Section I WA1 due
9/19	<u>Didactic:</u>	<u>Read:</u>

	<ul style="list-style-type: none"> Overview and demonstration of WISC-IV 	Sattler Ch 7
		Sattler & Dumont Ch. 1
	<u>Lab:</u> WISC-IV Subtest review	WISC-IV manual
9/26	<u>Didactic:</u>	<u>SIGN OUT WISC-IV KITS</u> <u>Read:</u>
	<ul style="list-style-type: none"> WISC-IV Subtest review 	KTEA manual
	<u>Lab:</u> Practice WISC –IV subtests	Sattler & Dumont Ch. 2,3
		WA2 due
DATE	TOPIC	CHAPTER
10/3	<u>Didactic:</u>	<u>Read:</u>
	<ul style="list-style-type: none"> Scoring and Interpretation of WISC-IV 	Sattler & Dumont Ch. 4
	<u>Lab:</u> Report Writing	Sattler Ch 21
		Kamphaus Ch. 18
		(Mather & Jaffe Section II)
		WA3 Protocol & Video due
		WJC 2 due
		<u>TURN IN WAIS and WJ III COG KITS</u>
10/10	Midterm	
10/17	<u>Didactic:</u>	<u>Read:</u>
	<ul style="list-style-type: none"> Overview, demonstration, and practice of KTEA 	KTEA Manual
	<u>Lab:</u>	<u>CHECK OUT KTEA KITS</u>
	<ul style="list-style-type: none"> Student 	Practice WISC IV (WI) due

demonstration of the more difficult subtests of the WISC-IV

- Report Writing

10/24

Didactic:

Read:

Overview and demonstration of alternative cognitive tests: SB-IV, DAS-II

Sattler Ch 14, 15, 16

WI1 due

CHECK OUT SB-5 AND DAS-II KITS

Lab:

- Report Writing
- Giving diagnostic and testing feedback

10/31

Didactic:

WAIS/WJ COG report draft due

Overview and demonstration of alternative cognitive tests: UNIT

CHECK OUT UNIT KIT

Lab: Practice alternative tests

DATE

TOPIC

CHAPTER

11/7

Didactic:

Read:

- Neuropsychological Assessment
- Mental Retardation and LD
- Overview of the VMI (fine motor skills assessment) and the Vineland.

Kamphaus Ch 19, 20

WI2 due

KTEA due

TURN IN KTEA KITS

Lab:

- Practice alternative tests
- Feedback on WAIS report draft

11/14

Didactic:

Read:

- Cultural issues in Testing
- Special Populations

Sattler Ch 19, 20

WI3 Protocol & Video due

Lab: Final Review

TURN IN WISC-IV KITS

THANKSGIVING BREAK- NO CLASS (11/21)

DATE

TOPIC

CHAPTER

11/28

Oral presentations on UNIT, DAS-II, or SB-5

Final version of WAIS/WJ III COG report due

**UNIT, DAS-II or SB-5
Protocol Due**

**TURN IN UNIT, DAS-II,
AND SB-5 KITS**

12/7

Final Exam

WISC/KTEA report due by

A (7:15-9:15pm)

5 pm

B (5-7pm)

**ALL TEST KITS MUST BE
RETURNED!**

Intellectual Assessment Protocol Packets

Each Student Packet Includes:

- (4) WAIS-III Protocols
- (4) WAIS-III Response Booklets
- (4) WISC-IV Protocols
- (4) WISC-IV Response Booklet 1
- (4) WISC-IV Response Booklet 2
- (2) WJ III COG Protocols
- (2) WJ III COG Response Booklets

- (1) UNIT Protocol
- (1) DAS Protocol
- (1) SB-5 Protocol
- (1) KTEA Protocols