

PSY 551: Assessment of Intelligence
SPRING 2020
T,TH 2:00-3:15 PM
St. Joseph's Hall, Room 325

Instructor: Julie Walsh-Messinger, Ph.D.
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Office Hours: T,TH 12:30-1:30pm, and by appointment
Office Location: St. Joseph's Hall, 317
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Overview:

This course is designed to introduce students to the theoretical and practical applications of cognitive assessment across the lifespan. Over the semester students will learn commonly used tests assessing intelligence, achievement, memory, language, and executive function. Emphasis will be placed on both theoretical and practical knowledge, report writing skills, and clinical interpretation of testing data to prepare students for future supervised practice in assessment.

Course Objectives:

Upon successful completion of PSY 551 students will:

1. Understand the history of psychological assessment and principles of measurement and test construction.
2. Know how to administer and score common cognitive, achievement, and neuropsychological tests.
3. Be able to interpret psychological testing data and convey those findings in a written report.
4. Understand professional, legal, and ethical issues related to psychological assessment.
5. Understand the ways in which diversity and culture can impact validity and interpretation of test findings.
6. Recognize the responsibility of psychologists to consider culture, diversity, and language when selecting tests to administer.

Required Materials:

Stopwatch (with no audible beeps or other noises)
Clipboard

Textbooks and Readings:

Required Textbook:

Sattler, J.M., & Ryan, J.J. (2009). *Assessment with the WAIS-IV*. La Mesa, CA: Jerome Sattler, Publisher, Inc.

Sattler, J.M. (2018). *Assessment of children, cognitive foundations and applications* (6th edition). La Mesa, CA: Jerome M. Sattler, Publisher, Inc.

The publisher offers a discount of \$20 if both books are purchased together see http://www.sattlerpublisher.com/wais4_order.htm for details.

Recommended Textbooks:

Lezak, M. D., Howison, D. B., Bigler, E. D., Tranel, D. (2012). *Neuropsychological assessment, 5th Edition*. New York: Oxford U. Press.

Lichtenberger, E.O., & Breaux, K.C. (2010). *Essentials of WIAT-III and KTEA-II assessment*. Hoboken, NJ: John Wiley & Sons, Inc.

Mather, N., & Wendling, B.J. (2015). *Essentials of the Woodcock Johnson-IV Tests of Achievement*. Hoboken, NJ: John Wiley & Sons, Inc.

Additional Readings:

Additional textbook chapters and journal articles will be assigned and available to access through Isidore.

Course Requirements:

Practice WAIS Administration Self-Critique: You will be paired with a classmate and will videotape each other administering the full WAIS-IV battery. After the practice administration, you and your partner will complete a checklist of each other's performance (provided by me). You must then watch your administration video and turn in: 1) a written self-critique of your performance and 2) all your scoring materials for the administration (with annotations for questions and responses that were challenging to score); and 3) the checklist you completed for your partner. No grade will be assigned for your practice administration or scoring. However, you must complete the practice administration and receive feedback on your scoring before you can complete the other administration assignments for this class. The self-critique and checklist will be worth **1%** of your final grade.

WAIS-IV Administration: You will be assigned a student volunteer through SONA and will videotape yourself administering a full WAIS-IV battery. You will hand-score each test on your own and turn in all your testing materials, along with a brief (1-3 page, double-spaced) self-critique paper. Additional instructions will be provided. The WAIS-IV administration will be worth **5%** of your final grade; the self-critique paper will be worth **1%** of your final grade.

WISC-V Administration: You will find a child volunteer (if you think you will need help with this please see me by the end of January) and will videotape yourself administering a full WISC-V battery. You will hand-score each test on your own and turn in all your testing materials, along

with a brief (1-3 page, double-spaced) self-critique paper. Additional instructions will be provided. The WISC-V administration will be worth **5%** of your final grade; the self-critique paper will be worth **1%** of your final grade.

Achievement Administration: You will be assigned a student volunteer through SONA and will videotape yourself administering a full achievement test battery (WJ-IV Achievement or WIAT-III). You will hand-score each test on your own and turn in all your testing materials, along with a brief (1-3 page, double-spaced) self-critique paper. Additional instructions will be provided. The achievement administration will be worth **5%** of your final grade; the self-critique paper will be worth **1%** of your final grade.

WAIS-IV Administration Exam: You will administer select WAIS-IV subtests to me and your performance will be graded. The administration exam will take place during class **2/27**. The administration exam is worth **15%** of your final grade.

Test Critique Paper: You will identify a psychological construct of interest (e.g. depression, executive function, attachment) and conduct a literature search on your construct. You must then find one published "test" or measure for your construct and use empirical research to critique the measure in terms of development, norms, reliability, and validity. The test critique is due on **3/25** worth **15%** of your final grade.

WAIS-IV Write-Up: On your own, you will score and interpret WAIS-IV testing data (provided by me) in a written testing report. The WAIS-IV write-up will be worth **15%** of your final grade, and you will have one opportunity to revise your initial report for a higher grade.

Final Administrations and Integrated Report: You will be assigned a student volunteer to test through SONA and will videotape yourself conducting a brief clinical interview and administering the WAIS-IV and one neuropsychological battery (D-KEFS or WMS-III). You will hand-score each test on your own and turn in all your testing materials, along with a brief (2-4 page, double-spaced) self-critique paper. You will also interpret the testing data in an integrated testing report. Additional instructions will be provided. Your final test administrations and integrated report are worth **30%** of your final grade; the self-critique paper will be worth **1%** of your final grade.

Case Conference: You will present your final testing case in one of three case conferences. Additional instructions will be provided. Your case conference presentation and participation in the case conference is worth **5%** of your final grade.

Grading:

Grades will be determined on the basis of the following criteria: Five Self-critique papers (**5%**), WAIS-IV Administration (**5%**), Achievement Administration (**5%**), WISC-V Administration (**5%**), WAIS-IV Administration Exam (**15%**), Test Critique paper (**15%**), WAIS-IV Write-up (**15%**), Final Administrations and integrated report (**30%**), Case Conference presentation (**5%**). Course grades will then be assigned as follows:

A	93.0 – 100	C+	77.0 – 79.9
A-	90.0 – 92.9	C	73.0 – 76.9
B+	87.0 – 89.9	C-	70.0 – 72.9
B	83.0 – 86.9	D	60.0 – 69.9
B-	80.0 – 82.9	F	Below 60

Course Policies:

Classroom behavior: Laptop usage will be permitted during class for note-taking only. If any one student is found to be using their laptop for anything other than note-taking, no laptops will be permitted in class for anyone from that day forward. (This excludes students who have permission from disability services). Use of cell phones is also not permitted, including sending or reading text messages or e-mail. Please keep your cell phones away and on silent. As graduate students you are expected to understand and display professionalism and maturity.

Attendance: It is expected that students attend all classes. If you do not attend class, you will not do well in this course. Students are responsible for all material covered in each class period and will receive a zero if you are not present for the exam. If you will be absent, please notify me ahead of time whenever possible.

Late Policy: All assignments must be handed in at the start of class on the day that the assignment is due. If you cannot be in class on the day the assignment is due, you should hand the assignment in early (in person or in my mailbox with prior permission). Late assignments will receive a 10% deduction from the overall grade for each day that they are late, including weekends.

Deadlines: Deadlines are firm. Extensions for assignments will only be granted in cases of a documented medical emergency or a documented death in the family. All work must be completed by the end of the course or you will receive an "F" for the course.

****This is not a course where you can wait until the last minute to complete assignments. You will be relying on others to show-up to your administrations and people are not always reliable. You are STRONGLY encouraged to schedule your test administrations as early as possible and to contact me at least three weeks prior to your administration deadline if you are having difficulty with a volunteer. Being unable to schedule a volunteer is not an excuse for not completing the assignment.**

Documented Emergencies: If you unfortunately experience a documented personal emergency (e.g., serious illness, family death) verified by the Dean's office, please e-mail me and make an appointment to visit me as soon as possible. I will work with you to help you complete the class. Without documentation from the Dean's office, late assignments will not be accepted and make-up exams will not be offered.

Course Materials and Lecture Notes: Students who miss classes are still responsible for all notes, announcements, and handouts for that class. If you miss class, it is your responsibility to get the notes, handouts, assignments, and any other course-related documents from one of your classmates.

Academic Dishonesty: Academic dishonesty, including cheating and plagiarism will not be tolerated. **Cheating** includes, but is not limited to, looking at others' exams or letting them look at yours, copying or giving exam answers, peeking at cheat sheets or course notes. **Plagiarism** includes, but is not limited to, copying the words of a fellow student or any author without citing the source, copying even short phrases from written work that you are using as a reference, and turning in papers you've gotten from the internet or other students, etc. Ideas supported by another work should be clearly cited and direct reproduction of another's writing should always be presented in quotations in APA style. I reserve the right to use the service of "Turnitin.com" for questionable material in order to determine if all or part of a student's work is from plagiarism. In addition, please note that the UD Honor Code does not permit the use of an assignment (e.g., paper) for multiple courses unless permission is granted by involved professors.

All suspected acts of plagiarism and cheating will result in: 1) a zero for the examination and/or assignment, and 2) disciplinary action will be taken, including reporting the plagiarism to the chair of the Psychology Department and the academic dean.

Office Hours: If you are having difficulty or are concerned about your progress in this course, I am here to help you. Please come see me as soon as possible, as waiting until the end of the semester will not allow me to help you fully. My office hours are also a time for you to pop-in to ask questions about careers in psychology, graduate school, or anything else that you'd like to discuss with me. You may sign up for my scheduled office hours (listed at the top of page 1) using the Google Calendar link posted on Isidore. (Please note that you must be logged into your UD Gmail account to access the calendar. If you are logged into another Gmail account and the link does not work, please log-out of the non-UD Gmail account and try the link again.) For students who have class during my scheduled office hours, I will do my best to schedule a special appointment to meet with you. Please e-mail me at least a week in advance to schedule an appointment, as it may be difficult to accommodate you with less than one week's notice.

E-mail: It may take me up to 24 hours to respond to e-mails sent Monday morning through Friday afternoon (1pm). E-mails received Friday after 1pm and over the weekend may take longer, but will receive a response by the following Monday at 5pm.

Students with Disabilities: If you anticipate or experience physical or academic barriers based on disability, please contact me during the first week of class to make an appointment so that we can discuss whatever arrangements may be needed to facilitate your progress in the course. You are also welcome to contact the LTC's Office of Learning Resources (OLR) to discuss reasonable accommodations. Please contact OLR at 937-229-2066 (TTY 937-229-2059 for deaf/hard of hearing), by email at disabilityservices@udayton.edu or stop by OLR in the LTC, room 023 Roesch Library. If you have an Accommodation Letter provided by OLR, please contact me to discuss. All inquiries and discussions about accommodations will remain confidential.

Testing Policies:

Confidentiality: You are expected to engage in ethical and professional behavior and adhere to the APA guidelines for confidentiality. All testing materials are to remain confidential and may not be viewed by any person outside of this class. It is your responsibility to protect confidential information by using initials only and removing all identifying information before submitting materials or bringing materials to class. Class discussions, including information shared about examinees and other sensitive information, are to remain confidential.

De-identification: To protect the identity of your student and child volunteers, you must not include the following information on any test administration materials or your final testing report:

- Full names (use first and last initials only)
- Full date of birth (record only month and year)
- Name of university or school subject attends
 - Instead, state type of university/school. For example, instead of “attends the University of Dayton,” say “attends a moderately sized Midwestern private university.”
- Hometown (region or state is fine)
- Any other details that could identify your client

Release of Results: You are just learning how to administer these tests; therefore, testing results are not valid. **Do not, under any circumstances disclose or discuss any test results** with your volunteers.

Test Security: It is important that you respect test security. You cannot disclose to non-professionals the specifics of any test you use or learn about in this course.

Testing Kits: In order to complete your testing administration assignments, you will need to borrow testing kits from the department. These kits are very expensive to purchase and replacing lost or destroyed kit components will cost money. You will be required to sign-out each kit you use, and should check immediately that the kit is complete so that you are not held responsible for missing items when you sign the kit back in. Additionally, your final grade will not be assigned until all outstanding testing kits have been returned.

Tentative Course Schedule

Topics may take more or less time to cover depending on the class' understanding of various topics; thus, this course schedule is **tentative**. It is your responsibility to track these changes.

Deadlines in italics are recommended deadlines as I recognize that these assignments require a great deal of coordination with others and occasionally this may make meeting one of these deadlines difficult. However, **all administrations must be completed and handed in by Tuesday 4/28 - after this date, your administration will be considered late and grade reductions will apply.*

Week	Date	Topic	Assignment Due*
	1/14	Introduction to the course	
	1/16	Psychological Assessment: Purpose, Ethics, and Professional Issues	
	1/21	Psychometrics: Scales, Norms, Reliability and Validity	
	1/23	History of Intelligence Testing Theories of Intelligence	
	1/28	<i>Life Happens – No Class</i>	
	1/30	Introduction to the WAIS-IV	
	2/4	WAIS-IV Subtests & Scoring WAIS-IV data distributed in class	
	2/6	<i>WAIS-IV Administration Practice</i>	WAIS-IV Scoring Practice
	2/11	WAIS-IV Interpretation Report Writing & Clinical Interviewing	<i>WAIS-IV Practice Administration</i>
	2/13	Introduction to the WISC-V	
	2/18	WISC-V Scoring & Interpretation WISC-V data distributed in class	
	2/20	<i>WISC-V Administration Practice</i>	WISC-V Scoring Practice

2/25	Introduction to Neuropsychological Assessment Tests of Memory & Verbal Learning	WAIS-IV Administration
2/27	Tests of Attention & Executive Function	Test Critique Paper
3/3	WAIS-IV Administration Examination	
3/5	WAIS-IV Administration Examination	
3/10	<i>D-KEFS/WMS-IV Administration Practice</i>	WAIS-IV Write-up
3/12	<i>D-KEFS/WMS-IV Administration Practice</i>	
3/17	Spring Break – No class	WISC-V Administration
3/19	Spring Break – No class	
3/24	Introduction to Achievement Testing WIAT-III	
3/26	<i>WIAT-III Administration Practice</i>	
3/31	WJ-IV: Tests of Achievement	
4/2	<i>WJ-IV: Tests of Achievement Administration Practice</i>	
4/7	<i>WJ-IV: Tests of Achievement Administration Practice</i>	Final WAIS-IV & Neuropsych Administration
4/9	Easter Break – No Class	
4/14	Providing Feedback	
4/16	Integrating Testing Data	WAIS-IV Revisions (if you want feedback)
4/21	Diversity Considerations in Psychological Testing	Achievement Administration
4/23	Away at Conference – No Class	
4/28	<i>Case Conference</i>	Final Deadline for all Administrations
4/30	<i>Case Conference</i> Course Wrap-up	WAIS-IV revisions (no feedback provided)
5/5	Exam Week - No Class	
5/7	Exam Week - No Class	Final Integrated Report

Reading Assignments

1/16: Psychological Assessment: Purpose, Ethics, and Professional Issues

Sattler, J. M. (2018). Chapter 3: Ethical, legal, and professional issues. In *Assessment of children, cognitive foundations and applications* (6th edition). La Mesa, CA: Jerome M. Sattler, Publisher, Inc.

1/21: Psychometrics: Scales, Norms, Reliability, & Validity

Sattler, J. M. (2018). Chapter 4: A primer on statistics and psychometrics. In *Assessment of children, cognitive foundations and applications* (6th edition). La Mesa, CA: Jerome M. Sattler, Publisher, Inc.

McDermott, P.A., Watkins, M.W., & Rhoad, A.M. (2014). Whose IQ is it? Assessor bias variance in high-stakes psychological assessment. *Psychological Assessment*, 26, 207-214.

1/23: History of Intelligence Testing; Theories of Intelligence

Benjamin, L. T., Jr. (2005). A history of clinical psychology as a profession in America (and a glimpse at its future). *Annual Review of Clinical Psychology*, 1, 1-30.

Nisbett, R.E., Aronson, J., Blair, C., Dickens, W., Flynn, J., Halpern, D.F., & Turkheimer, E. (2012). Intelligence: New findings and theoretical developments, *American Psychologist*, 67, 130-159.

Sattler, J. M. (2018). Chapter 7: Historical survey and theories of intelligence. In *Assessment of children, cognitive foundations and applications* (6th edition). La Mesa, CA: Jerome M. Sattler, Publisher, Inc.

1/28: Life Happens - No Class

1/30: Introduction to the WAIS-IV

Sattler, J.M., & Ryan, J.J. (2009): Chapters 1 & 2

Nelson, J.M., Canivez, G.L., & Watkins, M.W. (2013). Structural and incremental validity of the Wechsler Adult Intelligence Scale – Fourth Edition with a clinical sample. *Psychological Assessment*, 25, 618-630.

2/4: WAIS-IV Subtests & Scoring

Sattler, J.M., & Ryan, J.J. (2009): Chapter 3

2/6: WAIS-IV Administration Practice

No reading assignment

2/11: WAIS-IV Interpretation; Report Writing & Clinical Interviewing

Sattler, J.M., & Ryan, J.J. (2009): Chapters 4 & 5

2/13: Introduction to the WISC-V

Sattler, J. M. (2018). Chapter 9: Wechsler Intelligence Scale for Children—Fifth Edition (WISC–V): Description. In *Assessment of children, cognitive foundations and applications* (6th edition). La Mesa, CA: Jerome M. Sattler, Publisher, Inc.

Sattler, J. M. (2018). Chapter 10: WISC–V Subtests. In *Assessment of children, cognitive foundations and applications* (6th edition). La Mesa, CA: Jerome M. Sattler, Publisher, Inc.

2/18: WISC-V Scoring & Interpretations

Sattler, J. M. (2018). Chapter 11: Interpreting the WISC–V. In *Assessment of children, cognitive foundations and applications* (6th edition). La Mesa, CA: Jerome M. Sattler, Publisher, Inc.

2/20: WISC-V Administration Practice

No reading assignment

2/25: Introduction to Neuropsychological Assessment; Tests of Memory & Verbal Learning

Lezak, M. D., Howison, D. B., Bigler, E. D., & Tranel, D. (2012): Chapters 1, 11, & 12

2/27: Tests of Attention & Executive Function

Lezak, M. D., Howison, D. B., Bigler, E. D., & Tranel, D. (2012): Chapter 16

Homack, S., Lee, D., & Riccio, C.A. (2005). Test review: Delis-Kaplan Executive Function System. *Journal of Clinical and Experimental Neuropsychology*, 27, 599-609.

3/3: WAIS-IV Administration Examination

No reading assignment

3/5: WAIS-IV Administration Examination

No reading assignment

3/10: D-KEFS/WMS-IV Administration Practice

No reading assignment

3/12: D-KEFS/WMS-IV Administration Practice

No reading assignment

3/17: Spring Break – No Class

3/19: Spring Break – No Class

3/24: Introduction to Achievement Testing; WIAT-III

Lichtenberger & Breaux (2010): Chapter 2

3/26: WIAT-III Administration Practice

No reading assignment

3/31: WJ-IV: Tests of Achievement

Mather, N., & Wendling, B.J. (2015): Chapters 2-4

4/2: WJ-IV: Tests of Achievement Administration Practice

No reading assignment

4/7: WJ-IV: Tests of Achievement Administration Practice

No reading assignment

4/9: Easter Break – No class

4/14: Providing Feedback

Pope, K. S. (1992). Responsibilities in providing psychological testing feedback to clients.

Psychological Assessment, 4(3), 268-271.

Smith, S. R., Wiggins, C. M., Gorske, T. T. (2007). A survey of psychological assessment feedback practices. *Assessment, 14*(3), 310-319.

4/16: Integrating Testing Data

Blais, M., & Smith, S. (2008). Improving the Integrative Process in Psychological Assessment:

Data Organization and Report Writing. In Archer, R. P., & Smith, S. R. (Eds).

Personality Assessment (pp. 405-439). New York, NY: Routledge.

4/21: Diversity Considerations in Psychological Testing

Sattler, J.M. (2008). Chapter 4: Culturally and linguistically diverse children. In *Assessment of children: Cognitive foundations*. La Mesa, CA. Jerome M. Sattler, Publisher, Inc.

Acevedo-Polakovich, I. D., Reynaga-Abiko, G., Garriott, P. O., Derefinko, K. J., Wimsatt, M. K., Gudonis, L. C., Brown, T. L. (2007). Beyond instrument selection: Cultural considerations in the psychological assessment of U.S. Latinas/os. *Professional Psychology: Research and Practice*, 38(4), 375-384.

4/23: Away at conference – No class

4/28 & 4/30: Case Conference

Materials to be distributed by classmates