

**Psychology 6310 - Intellectual Assessment
Fall Semester, 2007**

Class time and location: Thursdays, 1:00-3:45, Room 413C Emma Eccles Jones Education Building

Instructor: Martin Toohill, Ph.D.

Office: SER Room 133

Office Hrs. after class or by appointment

Contact: 797-8262 or email: MJToohill@cc.usu.edu

Teaching Assistant: Angie Dahl

Office: TBA

Contact: 435-740-0693 or email: angiedahl@gmail.com

I. Course objectives: This course will introduce students to intelligence testing. There are two main objectives: (1) some general theory on intelligence and intelligence testing, and (2) application.

1. The theoretical aspect of the course will focus on the background and history of intelligence testing, some issues and controversies associated with this area, as well as a brief overview of theories of intelligence. Psychometric concepts such as reliability and validity, and other desirable features of psychological tests will be discussed. Students will demonstrate knowledge of theoretical objectives via presentation and discussion of important concepts and controversies in intelligence. These topics also will be incorporated into your class presentations.
2. The applied aspect of the course will involve the administration, scoring, and interpretation of the most widely used intelligence tests, namely, the Wechsler Adult Intelligence Test, 3rd Edition (WAIS-III) and the Wechsler Intelligence Scale for Children, 4th Edition (WISC-IV) administered to adults and children, respectively. Through this process, students will critically evaluate both test batteries, learn about normative information, and demonstrate competence in administration, scoring, interpretation of the Wechsler tests as well as writing psychological reports incorporating these tests. Students will demonstrate mastery of these applied objectives through assignments on (a) scoring IQ test protocols, (b) mastery of standardized administration of the WAIS and WISC, (c) assignments on interpretation, and (d) report writing. Mastery of standardized administration will be demonstrated via practical exams. If necessary, students will repeat the above-applied objectives until a minimum level of competency is achieved.

II. Course Requirements and Assignments:

1. Scoring the WAIS and WISC
Students are expected to practice the administration of the WAIS and WISC until they demonstrate competency in rapport building, administration, recording and scoring procedures. Beginning with the WAIS, students will practice administering and scoring the test, and then conduct an unsupervised administration of the full test to a volunteer. The scored protocol (response and scoring booklet) from this will be your first assignment (WAIS Protocol 1). It needs to be turned in for a grade by week 3 and the student will receive written feedback regarding any errors in administration and scoring. A similar procedure will be followed for the WISC, with the protocol due by week 8.

A second scored WAIS protocol will be turned in by week 6 in conjunction along with the certification examination (see below). This second one (WAIS Protocol 2) is considered an exam and, accordingly, grading will be more stringent. If a minimum level of competency (i.e., no major errors, just a few minor errors) is not achieved on scoring this protocol, the student will be required to turn in additional protocols until the above criterion is met. With each additional protocol, there will be a 10% grade reduction. Again, a similar procedure will be followed for the WISC due by week 11.
2. Certification Examination
To ensure mastery in clinical administration and response recording of the WAIS-III and the WISC-IV, students are expected to pass a certification exam for each test. The certification exams (weeks 5 and 6 for the WAIS, weeks 10 and 11 for the WISC) will involve conducting administrations of the WAIS and the WISC that will be video recorded and reviewed by the TA. ***It is critical to turn in a copy of the protocol forms so that TA can follow along with the recording.*** The TA will review the video recording for the following items: (a) obtaining informed consent; (b) establishing rapport with the examinee, preparation;

(c) familiarity with the test procedures; (d) flow of administration; (e) adherence to standardized test instructions; and (f) verbatim recording of responses.

If students fail to perform at a minimum level of competence, they must repeat the administration until they have demonstrated mastery of the material. Written comments and feedback will be provided to each student and the course instructor. The course instructor will make the final decision regarding minimum competence on the certification exams. *It is recommended that students get plenty of practice administering the tests before scheduling the certification exams. Please test out the video camera and check and double check your DVD – if the DVD is blank or parts of the administration did not get recorded, the student will need to do it again. For each failure at mastery, grades will automatically be lowered by 10%.*

To help students assess their readiness for signing up for the exam, students should refer to the administration checklist provided in Sattler. This text also has helpful hints for administering each of the Wechsler subtests.

It should be readily apparent that in order to achieve mastery, more than two practice administrations per test battery will be necessary. The total number of practice administrations will vary depending on the student and the amount of time and effort put into reading and familiarizing oneself with the materials. Effective strategies for preparing include the following:

- a. Check out and review an administration videotape to observe a test administration from start to finish.
- b. Check out a test kit and practice administering each subtest to an empty chair – over and over.
- c. Pair up with a student and practice administering the test to each other, alternating roles between the examiner and the examinee.
- d. Seek out assistance for administration and scoring questions (don't wait until the final protocol or the administration exam!). Utilize the TA and instructor. Ask scoring questions as needed.
- e. Discuss the tests with your classmates. Seek helpful hints from each other and from the TA and instructor on how to set up materials, etc. We will discuss administration issues in class as well.
- f. Score the practice protocols – exchange protocols with your classmates to review and check each other's work.

3. Interpretation Assignments

Students will be introduced to the method of profile analysis for test interpretation. Interpretation is a clinical activity that improves with practice and experience with the Wechsler tests, and with exposure to a variety of clients. Thus, students will be expected to have a working familiarity with what each of the Wechsler subtests measure, and the hypotheses that can be generated given various profiles of subtest scores.

There will be two interpretation-only assignments (one for the WAIS, one for the WISC) that students will turn in by weeks 5 and 11, respectively. Each assignment will be based on a case example that the instructor will generate. Students may consult textbooks and each other, but the final product is to be their own work. To help familiarize students with profile interpretation, class time will be devoted to reviewing and discussing several hypothetical test protocols.

4. Psychological Reports

Students are required to turn in three psychological reports. The first report will use the WAIS-III interpretation data along with additional material provided by the instructor. This additional material includes demographics, referring problem, medical and social history, and so forth that is typically obtained during an assessment. Students will be expected to integrate the protocol interpretations with the clinical history and communicate the background-clinical information with test results. They also will be expected to generate recommendations (this can be the toughest part of an assessment and we will discuss this). Guidelines and examples of reports will be reviewed and discussed in class, and reports will be graded on the basis of adherence to the guidelines, clarity of writing, case conceptualization, and interpretation of results. The second and third reports will be based on test scores and background information generated by the instructor. These reports (one using WAIS-III, one using WISC-IV) must meet a minimum standard of competency or else be rewritten until that standard is achieved. Each rewrite will be associated with a 10% grade reduction (if indicated – see below). ***Please turn in typed, double-spaced reports!!***

It goes without saying that a high level of writing skills is expected in this class. Accordingly, your writing will be shaped so that it fits what is considered necessary and appropriate for a professional psychological report. This shaping process can be challenging to some, and students are asked to be very open to feedback and constructive criticism. The bottom line is that psychological reports are read by and must withstand the scrutiny of educators, other health care professionals, parents, and consumers. The findings can have a significant impact on their lives. In addition, psychological reports can and often are used in court and legal proceedings, and will be closely read by judges and lawyers.

5. Class Presentations

Students will team up and prepare and deliver a formal presentation covering an important issue or controversy regarding the area of intelligence or intelligence testing. Topics will range from controversies including cultural issues in the assessment of intelligence, different theories and implications of intelligence, purpose of intelligence testing, and other topics. Presentations will be one hour in length, followed by active and lively (and I do mean ACTIVE) discussion and debate. The week prior to the presentation, teams will be expected to distribute one relevant reading or a detailed summary for the class to read in preparation for the presentation. This is intended to familiarize the class with the relevant issues and help stimulate discussion on presentation day.

6. Class Attendance

Class attendance is mandatory, as students will get more out of the class if they attend. Plus, class participation is graded. Unavoidable absences (illness, attendance at scientific conference, etc.) will be excused with prior notice. Please make every effort to attend class promptly. Arriving late is generally disruptive to the flow of the class.

7. Required Readings

a. Selected Chapters from:

Assessment of Children: Cognitive Applications (4th Ed), Jerome M. Sattler. 2001. San Diego: Jerome M. Sattler, Publisher, Inc.

b. Assessment of Children: WISC-IV and WPPSI-III Supplement. Jerome M. Sattler, Ron Dumont. 2004. San Diego: Jerome M. Sattler, Publisher, Inc.

c. WAIS-III, WISC-IV Administration and Scoring Manual (Available in the USU Psychological Clinic). Each test kit has one manual; additional manuals available for check-out (8 additional WAIS kits).

d. WAIS-III - WMS-III Technical Manual, 1997: San Antonio, The Psychological Corporation. (Available in the testing kits in the USU Psychological Clinic).

e. WISC-IV Technical and Interpretive Manual, David Wechsler, 2003: San Antonio, The Psychological Corporation. (Available in the USU Psychological Clinic).

f. TBA Readings. Selected articles and chapters will be placed on reserve at the library, main office, maybe on Blackboard.

III. Miscellaneous Yet Important Items:

1. Timeliness

Students are to turn in their assignments on time. Grades will be reduced 5% per day for each late assignment.

2. Examinees

Students are expected to find their own examinees. Please strive to find a variety in terms of age, gender, and ethnicity. You may practice on your classmates, but not for protocols that are to be turned in for assignments. Classmates and other Combined Program or School Psychology graduate students also are not allowed to serve as volunteers for the certification examinations. Volunteers for certification must be of the proper age (in other words, do not ask a 45 year-old to be a volunteer for the WISC-IV). Confidentiality of examinees is extremely important. Students should take care to use pseudonyms on all protocols and appropriately disguise background information on forms so that examinees are not identifiable. Since students in this course are learning to administer intelligence tests, the obtained results are of uncertain validity. **Therefore, students must NOT give out the results of the examinations to the examinees.** Students must not use actual therapy clients unless prior permission from the instructor is obtained (which is unlikely). Students must develop a consent form to be signed by the volunteer or parent/legal guardian in the case of a child (< age 18) prior to engaging in the testing. The form should specify that the test results will not be communicated to the volunteers and emphasize that this is a training exercise for the examiner. Students are to turn in their consent forms with each of the protocols.

3. Test Materials

Students must properly sign out test kits when taken, and sign in when returned. Students should treat test materials with care. Test kits are very expensive and a missing piece must often be replaced with a complete subtest (or more). Students will be held responsible for replacement costs for what is lost or damaged! Kits are about \$750. Also, in deference to the person using a test kit after you, make sure that all materials are in their proper place and in their proper order. Finally, and this may sound silly, but be sure your hands are very clean when using materials. It's easy to have an ink spot on your thumb that otherwise would be of little concern, but which can leave a permanent copy of your thumbprint on a stimulus item!

4. Additional Materials

Students will need to purchase a stopwatch for administering the IQ tests. Usually, one may be purchased from stores such as K-Mart, Shopko, or Smiths Marketplace. Additionally, DVDs are needed for the practical exams. These DVDs will be returned to the student after completion of the grading of the exam.

Original test protocols are stored in the USU Clinic. You will be supplied with 2 original WAIS and 2 original WISC protocols throughout the course. These protocols are to be used for all protocol assignments to be turned in. You may make photocopies from the originals for practice administrations and scoring. If you wish to obtain additional test protocols, they can be purchased from the clinic. The cost for a full set of WAIS protocols (including the record form) is \$3.70 (this includes the 40% discount provided by the Psychological Corporation for a training clinic). NOTE: use of copies is not appropriate for actual clinic clients!

Additional required readings will be available on course reserve at the USU library and will be accessible on-line by accessing the library link. I still need to set this up so be patient.

5. Professionalism and Classroom Demeanor

Your experience in graduate school, be it the Combined Doctoral program or the School Psychology masters program, will likely be a time of great transition, growth, and development. Not only will you be learning critical thinking skills, research design, theory, and applied aspects of specific courses, but also, you will be developing professional skills and a professional identity. This is an area that is not directly taught, but develops through a myriad of experiences. Professional behavior will be encouraged and expected at all times – this includes being respectful towards the instructor and your classmates, treating test materials and clinic equipment with care, responsibly sharing kits, cooperating and helping each other, leaving clinic rooms and test stimuli in an orderly fashion, and being prompt with appointments. It is also important to recognize your limitations – for example, if you've been cramming to learn the standardized protocol for test administration, and are clearly struggling with the certification exam, it may be more prudent to apologize to the examinee and discontinue testing than to put the examinee through this torture. This will require some judgment on your part – and you can discuss the situation with the instructor.

The above is not to discourage enjoying the class – (yes, it is possible!), telling jokes, etc. In fact, I prefer a more informal environment to facilitate discussions. That said, while I am lecturing or your peers are presenting, others should be quietly paying attention.

Finally, this class is held within the Psychology Clinic. In the past, students have been in the clinic waiting area outside the classroom prior to class. Be aware and sensitive to the fact that clients and their families also may be in the waiting room. It is probably best not to loiter in the waiting area.

IV. Grades. Points for assignments will be based as follows:

Protocol Scoring Assignments:

WAIS Protocol 1	75 points
WAIS Protocol 2	100 points*
WISC Protocol 1	75 points
WISC Protocol 2	<u>100 points*</u>
	350 points

Certification Exams

WAIS Certification	100 points*
WISC Certification	<u>100 points*</u>
	200 points

Interpretations

WAIS	50 points
WISC	<u>50 points</u>
	100 points

Reports

WAIS Report 1	50 points
---------------	-----------

WAIS Report 2	100 points*
WISC Report	<u>100 points*</u>
	250 points
<u>Student Presentation</u>	100 points
<u>Class Participation and Discussion</u>	100 points
<hr/>	
Total Possible Points	1100

*Activities that are to be repeated until the student demonstrates mastery

Letter grades will be assigned according to the following scale:

93-100% = A	77 - 79% = C+	Below 60% = F
90 - 92% = A-	76 - 74% = C	
87 - 89% =	70 - 73% = C-	
B+		
84 - 86% = B	67 - 69% =	
	D+	
80 - 83% = B-	60 - 66% = D	

Academic dishonesty will not be tolerated in any form and will result in course failure. Please refer to the University's Academic Policies and Procedures Manual for specific rules.

Students requiring accommodations (e.g., Disabled Student Services) should contact the instructor to make arrangements. The instructor and TA will work with the Office of Disabled Students Services and the student as needed.

NOTE: I reserve the right to implement spot quizzes if I feel that class members are not completing weekly readings or otherwise preparing for each required step. Points will be added to the above point grid accordingly.

V. Semester Class Schedule:

Date	Activity (Subject to change)
Week 1 08/30/07	1. Orientation, review of syllabus 2. Logistics - Assign test kit groups, pass out protocols 3. Standardized test administration, rapport 4. Introduction to WAIS-III - Demonstration ---WAIS-III subtests and stimuli will be presented in class
Week 2 09/06/07	1. WAIS-III Discussion of subtests 2. Discussion of Scoring the WAIS-III (Scoring the Demo) 3. History of Intelligence Testing 4. Tour of the Clinic Readings for this week: a. Chapter 1 Sattler

	<ul style="list-style-type: none"> b. Test Security – APA c. WAIS-III Manual d. Sattler, Chapter 12, Section - Administering the WAIS-III, pp 392 - 409. e. Ethical Principles of Psychologists/Code of Conduct 2002 (Assessment, Confidentiality)
<p>Week 3 09/13/07</p>	<p>*First WAIS-III protocol due <i>Sign up for turning in certification exam video - WAIS-III, in weeks 5 and 6</i></p> <ul style="list-style-type: none"> 1. Administration Issues 2. Review of Psychometrics <p>---Classical test theory, reliability and validity will be reviewed</p> <p>Readings: Sattler, Chapter 4, excluding Item Response Theory (IRT) and Differential Item Functioning</p>
<p>Week 4 09/20/07</p>	<ul style="list-style-type: none"> 1. Psychometrics Continued. <p>---Discuss WAIS-III psychometric principles ---Students will learn the constitution of the WAIS-III standardization sample</p> <ul style="list-style-type: none"> 2. Test Interpretation - general principles 3. Test Interpretation – WAIS-III Subscales <p>---Students will learn about some resources to use when interpreting the WAIS-III</p> <p><i>Interpretation Assignment: Instructor hands out WAIS-III Test Interpretation Assignment #1 due Week 5</i></p> <p>Readings: WAIS-III-WMS-III Technical Manual; Sattler, Description of profile analysis (pp. 299-302), Chapter 13 on interpreting the WAIS-III Subtests and overall WAIS-III.</p>
<p>Week 5 09/27/07</p>	<p>*Certification Week 1 – Those signed up for this week turn in your DVDs and second WAIS-III protocol to TA's mailbox in the main office and e-mail instructor when DVD is turned in Also, be sure to turn in a copy of the WAIS protocol with the DVD; the original protocol may be used for the second WAIS-III protocol scoring assignment.</p> <p>*WAIS-III Test Interpretation Assignment #1 is Due <i>Report Writing Assignment #1: Instructor hands out WAIS-III Test Interpretation Results and Background Info for first report due Week 7.</i></p> <p>*Teams sign up for Presentation Projects</p> <ul style="list-style-type: none"> 1. Test Interpretation – Discussion of this week's assignment, problems, thoughts, et al 2. Report Writing <p>Readings: Sattler, Chapter 21, Principles of Report Writing</p>

<p>Week 6 10/04/07</p>	<p><i>*Certification Week 2 – Those signed up for this week turn in your DVDs and second WAIS-III protocol to TA’s mailbox in the main office and e-mail instructor when DVD is turned in.</i></p> <p>Also, be sure to turn in a copy of the WAIS protocol with the DVD; the original protocol may be used for protocol scoring assignment.</p> <p>Now all students should be certified on administration of WAIS-III.</p> <ol style="list-style-type: none"> 1. Introduction to WISC-IV & WISC-IV Subtests 2. Brief demonstration of WISC-IV 3. Scoring the Demo <p>Readings: WISC-IV Manual; Sattler, Chapter 7, Administering Tests to Children; Sattler, WISC-IV Supplement</p>
<p>Week 7 10/11/07</p>	<p><i>*First WAIS-III report due</i></p> <ol style="list-style-type: none"> 1. WISC-IV Scoring the Demo (cont’d. if needed) 2. Test interpretation – WISC-IV Discussion, WISC-IV subtests ---Students will review the WISC-IV Subtests and what they assess 3. Report Writing for the WISC <p>Readings: Sattler, WISC-IV Supplement; Sattler, Chapter 21, Principles of Report Writing</p>
<p>Week 8 10/18/07</p>	<p><i>*First WISC-IV protocol due</i> <i>Report Writing Assignment #2: Instructor hands out WAIS-III Standardized test profile and background info for report due Week 9.</i></p> <p><i>Sign up for turning in certification exam video – WISC-IV</i></p> <ol style="list-style-type: none"> 1. Discussion of the nuts and bolts of assessing children 2. WISC-IV psychometrics and standardization sample ---Students will review the reliability and validity information regarding the WISC-IV <p>Readings: Wechsler, WISC-IV Technical Manual</p>
<p>Week 9 10/25/07</p>	<p><i>*Second WAIS-III Report due</i></p> <p><u>DISCUSSION</u></p> <ol style="list-style-type: none"> 1. Psychological Assessment 2. Overview of Theories of intelligence <p>Readings: Sattler, Chapter 5 on History and Theories of Intelligence TBA: Psychological Assessment Versus Psychological Testing</p>
<p>Week 10 11/01/07</p>	<p><i>*WISC Certification Week 1 – Those signed up for this week turn in your DVDs and second WISC-III protocol to TA’s mailbox in the main office and e-mail instructor when DVD is turned in.</i></p> <p>Also, be sure to turn in a copy of the WISC-IV protocol with the DVD; the original protocol may be used for protocol scoring assignment.</p> <p><i>Interpretation Assignment: Instructor hands out WISC-IV Test Interpretation Assignment due Week 11</i></p> <p><u>DISCUSSION</u></p> <ol style="list-style-type: none"> 1. Issues related to intelligence 2. Individual Differences in IQ <p>---Students will discuss the controversies of testing intelligence in the context of genetic vs. environmental implications, limitations of norm referenced testing and issues associated with testing individuals from minority cultures.</p>

	Readings: TBA
--	----------------------

<p>Week 11 11/08/07</p>	<p><i>*WISC Certification Week 2- Those signed up for this week turn in your DVDs and second WISC-III protocol to TA's mailbox in the main office and e-mail instructor when DVD is turned in</i> Also, be sure to turn in a copy of the WISC-IV protocol with the DVD; the original protocol may be used for protocol scoring assignment.</p> <p>Now all students should be certified on administration of WISC-IV.</p> <p><i>*WISC-IV Test Interpretation Assignment due</i></p> <p><i>Report Writing Assignment: Instructor hands out WISC-IV Standardized test profile and background info for report due Week 14</i></p> <p><i>Handouts for Student Presentations #1 and #2 to be handed out</i></p> <p><u>DISCUSSION</u></p> <ol style="list-style-type: none"> 1. Intelligence Across the Lifespan 2. Assessment of special populations (applied reading) <p>Readings: TBA</p>
<p>Week 12 11/15/07</p>	<p><i>Handouts for Student Presentations #3 and #4 to be handed out</i></p> <p><u>PRESENTATION & DISCUSSION</u></p> <ol style="list-style-type: none"> 1. <i>*Student Presentations #1, 2</i>
<p>Week 13 11/22/07</p>	<p><i>Thanksgiving. Eat. Sleep.</i></p>
<p>Week 14 11/29/07</p>	<p><i>*WISC-IV Report is due.</i> <i>Handouts for remaining Student Presentations to be handed out</i></p> <p><u>PRESENTATION & DISCUSSION</u></p> <ol style="list-style-type: none"> 1. <i>*Student Presentations #3, 4</i>
<p>Week 15 12/06/07</p>	<p><i>*Complete any make-up mastery exams / protocols / reports</i></p> <p><u>PRESENTATION & DISCUSSION</u></p> <ol style="list-style-type: none"> 1. <i>Remaining Student Presentations</i> 2. Alternative approaches to intelligence testing
<p>Week 16 12/13/07</p>	<p>Final Exam Week. Smile, you don't have a final examination in this class. <i>All make-up mastery exams / protocols / reports must be turned in on 12/13/2007 by 11:30 a.m.</i></p>

*Appendix 1*Suggested Topics for Student Presentations

1. Alternative approaches to intellectual assessment – Dynamic Testing Approaches
2. Theories of Intelligence and Implications for Assessment
 - a. Neuropsychological
 - b. Cognitive/developmental
3. Practical application – use of intelligence tests
 - a. Approaches to qualify children for special ed services
4. Racial/ethnic issues in intelligence
5. Infant intelligence
6. Prenatal stimulation and influence on later development and intelligence
7. Assessing individuals with sensory disabilities
8. Different models of “intelligence”
9. Other hot topics

Appendix 2
Recommended Readings and References

Tulsky DS, Saklofske DH, Chelune GJ, et al. (eds.) Clinical Interpretation of the WAIS-III and WMS-III. (2003). Boston: Academic Press.

Prifitera A, Saklofske DH, Weiss LG. (eds.) WISC-IV. Clinical Use and Interpretation. (2005). Boston: Academic Press.

American Educational Research Association / American Psychological Association / National Council on Measurement in Education. (1985). Standards of educational and psychological testing. Washington, DC: American Psychological Association.

American Educational Research Association / American Psychological Association / National Council on Measurement in Education. (1999). Educational and Psychological Testing Standards. Washington, DC: American Psychological Association.

American Psychological Association. (1988). Code of fair testing practices in education. Washington, DC: Author.

Handbook of Intelligence. (2000). R J Sternberg (ed). United Kingdom: Cambridge University Press.

Aiken LR. Assessment of Intellectual Functioning 2nd edition. New York: Plenum Press.

American Psychologist: Special Issue: Intelligence and Lifelong Learning (1997). Vol. 52 (10).

Herrnstein RJ & Murray C (1994). The bell curve: Intelligence and class structure in American life. New York: Free Press.

Kaufman AS (1990). Assessing adolescent and adult intelligence. Boston: Allyn & Bacon.

Jensen AR (1980). Bias in mental testing. New York: The Free Press.

Jensen AR (1998). The G factor: The science of mental ability. CT: Praeger.

GJ Meyer, SE Finn, LD Eyde et al., Psychological Testing and Psychological Assessment. A Review of Evidence and Issues (2001). American Psychologist, 56, 128-165.