PSYC 6100-01 - PSYCHOLOGICAL ASSESSMENT I
Course Syllabus - Spring 2015

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the Disability Services Coordinator, Student Center 255, (678) 466-5445,
disabilityservices@mail.clayton.edu.

Course Description:

Number and Title:
PSYC 6100-01 (CRN 21070)
Psychological Assessment I-Cognitive and Intellectual Assessment

Credit Hours:
3.0 semester credit hours (3-0-3)

Catalog Description:
This didactic/experiential course will review and explore various theories and procedures in the
measurement of cognitive and intellectual functioning, including 1) identification of various
assessment methods and their potential use, 2) administration, scoring and interpretation of
assessment data, 3) synthesis of assessment data for the purpose of creating a written report,
and 4) ethical and legal concerns regarding assessment procedures and report writing.

Course Prerequisites and Co-requisites:
Entry in the M.S. Clinical Psychology Program

Computer Requirement:
Each CSU student is required to have ready access throughout the semester to a notebook
computer that meets faculty-approved hardware and software requirements for the student’s
academic program. Students will sign a statement attesting to such access. For further
information on CSU’s Official Notebook Computer Policy, please go to

Computer Skill Prerequisites:
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to use Microsoft PowerPoint
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser
In-class Use of Student Notebook Computers:
Student notebook computers will not be used in the classroom in this course, with the exception of use for student presentations. Computers will be required to access course materials and to communicate with your instructor.

Desire2Learn (Online Classroom):
On-line activity will take place in Desire2Learn, the virtual classroom for the course. You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

Major Student Activities:
Reading and studying from the course text book and required readings
Participating in class discussion
Attending and participating in required laboratory sessions for this course
Taking notes during class
Audiotape and videotape of test administrations
Taking examinations
Report Writing

Program Learning Outcomes:
PSY 6100 is a required course in the M.S. degree program in psychology. The M.S. program (clinical track) will prepare graduates to work in a broad range of mental health settings. The program will also prepare students who wish to pursue doctoral training in clinical or counseling psychology. Graduates of this program will be able to:

1) Use critical thinking skills to assess mental health and implement effective interventions using a variety of therapeutic modalities and theoretical approaches (e.g., cognitive, behavioral, psychodynamic, humanistic).
2) Understand and apply ethical standards to the provision of psychological services in the community.
3) Demonstrate knowledge and skills to intervene effectively with individuals from varying cultural backgrounds.
4) Interpret and apply research methods and statistical techniques to advance the study and practice of clinical psychology.
5) Use interpersonal and written communication effectively and professionally.

PSY 6100 supports objectives 1, 2, 3, 4, and 5 above.
**Course Learning Outcomes:**
Upon completion of the course, students will attain knowledge and basic competency in:
1) Relevant theories of intelligence & psychometric and empirical foundation for cognitive assessment
2) Administration and scoring of cognitive and intellectual assessments used in practice
3) Basics of report writing
4) Professional and ethical considerations in the supervised administration and use of assessment procedures
5) Diversity issues related to assessment

**Instructor Information:**
Instructor:
Dr. Charlie L. Harris
Office Phone: (678) 466-4838; Psychology Dept.: (678) 466-4800
Email: charlieharris@clayton.edu
Internet: http://faculty.clayton.edu/charris62

Office:
Natural and Behavioral Sciences, #111
Office Hours: Tuesdays/Thursdays: 9:30-11:30 AM; Wednesdays: 2:15-3:00 PM;
Other times by appointment

**Class Meetings:**
Classroom:
NBS #126

Class times:
12:45-2:00 PM Tuesdays and Thursdays

**Textbook Information**
Required:
4. The Bell Curve (Herrnstein & Murray)- ISBN 13: 978-0684824291; Chapter
5. Statistical Primer & Psychometrics (Sattler Chapter 4); Provided by instructor (Hard Copy)
6. Responsibilities of Users of Standardized Tests, AAC 2003; Provided by instructor (D2L course content)
7. Ethical Principles of Psychologists and Code of Conduct 2010; Provided by instructor (D2L course content)

**Evaluation:**
This course requires a substantial time commitment and workload outside of class. Please note that this is a graduate level course which requires a high-degree of independence, accountability, and time-management and organization skills. I have high expectations of all students enrolled in this class and I grade each student according to their own individual effort. To succeed in this class you must attend class, stay current on readings, and actively engage and participate in class discussions surrounding the
course material. The material in this course is developmental and builds upon mastery of prior material. I do not “curve” tests or final grades. Grading will be based both on demonstrated competence on assignments, technical administration assessments, and class participation. The assignments/activities are directly aligned with the objectives for this class (see learning outcomes above). **All assignments are due at the beginning of class on the due date.** All assignments must be submitted as hard copies. Additionally, the midterm paper must be submitted electronically as it will undergo plagiarism detection. The number of points available for technical activities will vary, but all points will be converted to reflect the point values below. The final course grade is based on the performance out of 100 points. The breakdown of activities and their weighted contribution is listed below:

1) **Class Participation-20 points**
   - Student-Led Discussion (10 points): To demonstrate competency in understanding, explaining, and discussing scholarly information, students will be selected on designated class periods to instruct class and lead class discussion. Students who are unprepared and have not read the material will receive a zero for the activity. Students will be graded on: (a) ability to provide a concise overview of the chapter and the prominent theme of the chapter; (b) ability to identify salient elements from the chapter that facilitate learning of the topic; (c) ability to explain difficult material in an understandable way with minimal use of jargon and **minimal reiteration of direct quotes** from text; and (d) ability to facilitate critical thinking and appraisal around the topic by actively engaging the class in dialogue and critical inquiry in a cohesive manner. Students should provide class with outline in the form of a MS Word or Power Point document to guide the discussion. Students are not to present a formal power point presentation. The goal of this activity is for students to effectively instruct AND facilitate discussion.
   - Active class participation (6 points): Students will receive up to 5 points for attending and actively participating in class and 1 point for completing the Ethics Self-Study. To receive full credit students must demonstrate preparedness for class, demonstrating that they have read course material by meaningfully engaging in the class discussion.
   - Instructional labs (4 points): Students must attend the instructional labs held on Thursdays during class time. Four labs are MANDATORY training and students will not be able to make up these missed labs except for **documented** medical illness, death in family, or jury duty. The mandatory labs are worth 5 points.
2) Paper-15 points
- Students are to read The Mismeasure of Man (focus on Introduction and Chapter 7 Critique of The Bell Curve) and The Bell Curve (focus on Introduction and Chapters 13-16); Then, write a 5-7 page paper that addresses the following:
  1. Compare and contrast Gould and Herrnstein/Murray's perspectives on biological determinism and heritability of IQ. In doing so, discuss a) how culture has played a role in intelligence assessment; b) the “use” and “misuse” of science to support assumptions and conclusions drawn about ethnic and socioeconomic differences in IQ; c) cite contemporary literature that supports at least one of the perspectives; and d) reflect on the position which most resonates with you and briefly discuss why?
  2. Discuss how culture and cultural bias may continue to play a role in intelligence assessment? Culture, as defined in this course includes SES, gender, race, sexual orientation, and religion. Describe how your culture influences your beliefs about intelligence and the validity of current methods of assessment. Also, discuss steps that can be taken to minimize your own biases when administering, interpreting, drawing conclusions, and making recommendations based upon intelligence tests.

Papers should be written in APA style. The title page and reference page is not included in the page limit. Students should not submit an abstract. Papers will be graded on both content as well as grammar/mechanics.

3) Technical Evaluations/Reports-40 points
- Technical Administration Quiz. (10 points). Students will sign-up to take assessment with the instructor. Students will have to administer at least 2 WAIS IV subtests, which will be announced at the time of the assessment. Students will be graded on their ability to deliver standardized instructions and procedures, appropriately query when required, and score the subtests.

- Protocol 1. (10 points). Students are to complete the following: a) videotaped assessment interview, MMSE-2, and WAIS-IV demonstration with a peer following the guidelines provided. Students are to complete WAIS-IV worksheet (Steps 1-8) and calculate the GAI and CPI (even though this is NOT reflected on the worksheet). Students are also to complete the WAIS record form and MMSE-2 record form. Students are to submit all documents, including a brief write up of the assessment interview and MMSE-2 results. The WAIS results should not be included in the write-up.
• Protocol 2. (20 points). Students are to videotape an administration of an assessment interview, MMSE-2, Bender 2 and WAIS-IV to a community participant. Students are to score and interpret the information and write a report. The administration is worth 10 points; the report is worth 10 points. Students are to complete an informed consent with the participant, WAIS-IV worksheet, WAIS record form, and MMSE-2 record form. Students are to submit all documents. Students will be graded on accurate scoring and calculation of indices and completion of the WAIS IV worksheet, Steps 1-8. Students should calculate the percentiles and ranks for the GAI and CPI (even though this is not reflected on the worksheet). In writing the report students are to “generate” an appropriate referral question and background information that “fits” the data.

4) Final Exam-25 points

• Protocol 3. (25 points). Students are to score and interpret a “mock” protocol, answer the questions associated with the protocol, complete the WAIS-IV worksheet and write a report. Reports should all have the following headings: Identifying Information, Referral Question, Evaluation Procedures, Relevant Background, Test Results and Interpretation, Summary & Recommendations. At least two relevant recommendations based upon the findings from the evaluation should be included. Students should calculate the percentiles and ranks for the GAI and CPI (even though this is not reflected on the worksheet). All documents and record forms must be submitted.

Grading:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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Mid-term Progress Report:

There is no mid-term exam for this course. The mid-term grade in this course, which will be issued February 26, reflects approximately 30% of the entire course grade. The mid-term grade will be based on class participation (i.e. class discussion, participation in instructional lab) and one technical assignment (protocol 1). Based on this grade, students may choose to withdraw from the course and receive a grade of “W.” Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term. 

Instructions for withdrawing are provided at this link.

The last day to withdraw without academic accountability is Friday, March 6, 2015.

Students should be aware that withdrawing from a graduate course can have serious implications for completing the degree requirements over the scheduled six semesters (i.e. two years).

Course Policies:

General Policy
Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities.

University Attendance Policy
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy
Attendance is required to do well in this course. Attendance is mandatory for all class periods, all instructional labs, and technical assessments. More than three absences for any reason will result in a loss of 5 points from your class participation grade. Being late to class by more than 10 minutes will count as half an absence.

Missed Work
Without a valid excuse, a grade of zero points will be assigned for any missed work. If a valid excuse is provided within three days of the missed assignment/exam with appropriate documentation, a make-up exam or extension for completion can be granted. These conditions only apply to extreme circumstances that are documented emergencies. Routine medical appointments do not constitute an emergency and should be rescheduled to avoid conflicts with exams. No exceptions will be made to this policy. Students missing the final assessment project should contact the instructor concerning the applicability of an Incomplete grade. Students must submit a written request using the appropriate institutional form and follow the university
policy and procedures required if they cannot take the final at the designated time. Please note that it is the student’s responsibility to contact the instructor when exams or other important work is missed.

**Academic Dishonesty**

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will be reported to the Office of Community Standards. Judicial procedures are described in the Procedures for Adjudicating Alleged Academic Conduct Infractions.

**Plagiarism Detection Software.**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

**Disruption of the Learning Environment**

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

More detailed descriptions of examples of disruptive behavior are provided in the Clayton State University Academic Catalog and Student Handbook.

**Writing Assistance:**

The Writers’ Studio 224 is located in the A&S building, room 224. There you can talk with trained writing consultants about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a consultant or sign up for a regular appointment. But remember: you, not your consultant, are ultimately responsible for the quality and content of the papers you submit.

Aside from meeting with consultants one-with-one, you can also participate in consultant-led writing workshops. In these workshops, consultants will guide you in discussions and activities important to academic writing topics. Consultants and student-writers will collaborate on ways to apply writing concepts and strategies to specific writing situations. You will be identify, analyze, integrate, and synthesize writing principles through a series of writing exercises. Remember that we are here to collaborate with you as you develop your own experiences as a student-writer.

http://www.clayton.edu/arts-sciences/english/writersstudio

There you will find a link to register for appointments online: http://clayton.mywconline.com
You will need to do a one-time registration. Simply click on the “Click here to register” link once at MYWCONLINE.

Other Policies:

- **Desire2Learn:** You are required to access Desire2Learn via the CSU website to read announcements, acquire any relevant readings, submit assignments, check grades, and communicate with the instructor. It is advisable to check Desire2Learn prior to each class session for announcements or other updates to course information.

- **E-mail Account:** Each student should have a CSU e-mail account, and they must use it for this class. There may be times when I will communicate to the class via e-mail, and you will be responsible for that information. It is advisable to check your email prior to each class session. For a prompt response, students should communicate with the instructor through the Outlook email account and NOT through the Desire2Learn account. The instructor does not check the Desire2Learn email account daily.

- **PowerPoint:** Each student will need to have PowerPoint on their computer in order to view any course information using this format.

- **Class Participation Policy** As graduate students, it is imperative that students attend class on time and actively participate. Your ability to fully participate is highly dependent on your preparedness for class. Each student’s presence and preparedness is important and integral to both the individual’s success and the success of the class. To this end, students are expected to have read the assigned material before class and to be prepared to discuss and/or answer questions on material. Please note: If you are absent from class, it is your responsibility to get notes, handouts, etc., from another student. Evaluation, application, and critical analysis of the readings are the most important indicators of high quality class participation. In order to be excused from class, you must contact me before class and upon your return provide written documentation of extenuating circumstances that prevented your attendance. Students who are absent should directly communicate with the instructor. It is not permissible to send messages to the instructor through other students without contacting the instructor except in extreme circumstances. **Please be responsive to instructor’s communications by email.**

- **Cell phones and pagers:** Please turn mobile devices on silent. It is incredibly disruptive to have rings and beeps occurring during class. Please refrain from texting or use of other electronic devices for purposes unrelated to classroom activities during class time.
- **Peer assessments**: During peer assessments for purposes of training, students are discouraged from disclosing personal information. Students are encouraged to create “mock” information in response to assessment interviews and procedures. It is expected that any information self-disclosed among peers or community participants during this class will remain confidential.

- **Check-out procedure for Assessment Materials.** Graduate students may check out texts on reserve and will be loaned a WAIS administration book during the semester. Please note that you are responsible for the book assigned to you and must replace any damage done to the book while in your position. Students may check out other assessment materials for use (e.g. Bender 2 and WAIS VI) but these materials must remain on the campus. Videotaped assessment assignments must be done on campus. Students may check out materials from the department’s administrative support staff. All materials must be signed out and in. The student must pay for or replace any materials that are lost or damage while in the student’s possession.
**Course Schedule:**
The course schedule is reflected below. Please make note of important due dates. Please note that the course schedule may be changed at the instructor's discretion.

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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>January 13</td>
<td>Introduction to Cognitive/Intellectual Assessment - Syllabus, Review of course requirements, assignments, evaluation - Review administrative procedures for checking out materials, ethically using materials, acquiring consent from community participant</td>
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| January 15 | History of Intelligence Assessment and Interpretation *Flanagan: Chapters 1 & 2*  
*Ethics in Assessment: Read RUST article; Review APA Ethics Code 9*  
Note: Students should begin reading *Mismeasure of Man* and Relevant Sections of The Bell Curve |
| January 20 | Primer on Stats and Psychometrics/Foundations for Understanding Cognitive Abilities; *Sattler: Chapter 4 (copied); Flanagan: Chapter 3* |
| January 22 | Introduction to the WAIS-IV Model & The WAIS IV Subtests  
*Lichtenberger: Chapter 1; Flanagan Chapter 8* |
| January 27 | Assessment Interview (Review PPT)  
WAIS-IV Administration *(Instructional Lab)-VCI/WMI subtests* |
| January 29 | WAIS-IV Administration (Cont’d) Practice/ Instructor Observation |
| February 3 | WAIS-IV Administration *(Instructional Lab)-PRI/PS subtests* |
| February 5 | WAIS-IV Administration (Cont’d) Practice/ Instructor Observation |
| February 10 | WAIS IV Scoring/Interpretation: *(Instructional Lab)-Completing the WAIS IV Worksheet/Understanding the Data*  
*Lichtenberger: Chapter 3, 4, 5* |
| February 12 | WAIS IV Scoring/Interpretation: Describing the Findings  
Report Writing Basics |
| February 17 | **Student Presentation 1**  
Cattell-Horn-Carroll Model  
*Flanagan: Chp 4* |
| February 19 | **Student Presentation 2**  
Keith Five Factor Model  
*Lichtenberger: Chapter 1 (pages 29-40); Benson et al. article* |
| February 24 | **Student Presentation 3**  
Multiple Intelligences Theory  
*Flanagan: Chp 5* |
| February 26 | Technical Administration Quiz  
12:45-1:00 (Student 5); 1:00-1:15 (Student 4); 1:15-1:30 (Student 3); 1:30-1:45 (Student 2); 1:45-2:00 (Student 1) |
| March 3    | **Student Presentation 4**  
Triarchic Theory of Successful Intelligence  
*Flanagan: Chp 6* |
## Course Schedule Cont’d:

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| March 5      | **Student Presentation 5**  
Cognitive Processing Theory  
*Flanagan: Chp 7*  
**Protocol 1 Due** |
| March 10; March 12 | **Spring Break-No Class**  
March 17 | Independent Study (Those not attending SEPA may work on papers)  
March 19 | Independent Study (Those not attending SEPA may work on papers)  
March 24 | Role of Achievement Testing in Cognitive Assessment: Flanagan,  
Chapter 9 (page 233-144), Chapter 11; Burns 2010 article  
March 26 | Overview of the Wide Range Achievement Test-4th Ed. (WRAT-IV)  
Papers Due |
| March 31 | Introduction to neuropsychological assessment  
*Flanagan: Chapters 33 and 34* |
| April 2 | A Neuropsychological approach to WAIS interpretation  
*Lichtenberger Chapter 6* |
| April 7 | Administration and Scoring Bender Gestalt 2 *(Instructional Lab)* |
| April 9 | Bender-Gestalt 2 (Cont’d)-A Signs Approach to Interpretation |
| April 14 | The Wechsler Memory Scales  
*Flanagan Chapter 8* Assessment of Memory and the Wechsler Memory Scales (Cont’d)  
April 16 | The Wechsler Memory Scales  
**Protocol 2 Due** |
| April 21 | The Wechsler Memory Scales Cont’d  
**Final Exam Protocol 3 Distributed** |
| April 23 | Contemporary Interpretive Approaches  
*Flanagan Chapters 20-21* |
| April 28 | A Comment on Cognitive Testing in Different Populations  
*Lichtenberger, Chapter 7; Flanagan: Chapter 25, 27* |
| April 30 | Course Wrap-Up/Review |
| May 5 | **Final Exam Protocol 3 Due @ 12:30 PM** |