Psychological Assessment I (PSYC 6100)
Clayton State University
Syllabus-Spring 2013
NBS 139
TR 9:50-11:05am

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Office Hours: Thursdays 1-4
All others by appointment

Mission Statement for Masters Program in Psychology:
Clinical Track and Learning Goals

The Mission of the Masters program in Clinical Psychology is to prepare students to be competent, ethical practitioners of psychological services in the community. Students will develop skills in psychological assessment, and in a variety of therapeutic modalities, including individual, family, couples, and group therapy. Students will be able to apply knowledge from various theoretical frameworks (e.g., cognitive, behavioral, psychodynamic, humanistic) to intervene effectively with a wide variety of psychological problems. The program emphasizes learning to consider the uniqueness of each individual and the influence of culture and ethnicity when providing services to people from diverse backgrounds. Students will be expected to develop self-awareness, empathy, and compassion for the people struggling with mental health problems. This program 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:

- **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).
- **Understand and apply ethical standards to the provision of psychological services in the community.**
- Demonstrate knowledge and skills to intervene effectively with individuals from varying cultural backgrounds.
- **Interpret and apply research methods and statistical techniques to advance the study and practice of clinical psychology.**
- **Use interpersonal and written communication effectively and professionally.**

Course Description and Purpose

This graduate-level course will review and explore various theories and procedures in the assessment of cognitive and intellectual functioning. Students will be introduced to the foundations of cognitive assessment as well as well-known measures of cognitive and intellectual functioning. Upon
completion of this course, students will have a foundation in theories of cognitive assessment, exposure to well-known measures of adult intellectual functioning, as well as, psychometric, ethical, and legal issues related to cognitive assessment.

One important note about my expectations of you throughout the course: It is my desire that you will engage with the material during this course. It is especially important that you remember that **LEARNING HAPPENS BETWEEN YOU AND THE MATERIAL**. I am here to facilitate and guide your understanding of the material. You will get out of this course what you put in, and I hope that you are planning to put in 100%!!

**Behavioral Objectives**

Upon completion of this course, the student will be able to:

- Identify major theories of intelligence
- Identify ethical, legal, and cultural issues surrounding intelligence testing
- Understand the psychometric properties of common measures of intelligence
- Understand major ethical considerations in psychological testing
- Demonstrate understanding of the psychometric qualities and utility of common measures of intelligence in written and oral form
- Demonstrate competence in administration and scoring of the WAIS-IV and the Wechsler Memory Scales
- Demonstrate basic report writing skills

**Course Requirements**

1. **Required Materials: (Each Student is required to purchase the book for this course!!)**
   
   
   

   **Recommended Text:** APA Publication Manual.

**PSYC 6100 Attendance and Class Participation Policy:** Our class meets T/Th from 9:50-11:05am. Students are expected to attend all classes and attendance is mandatory. As graduate students, it is imperative that you actively participate in class. Your ability to fully participate is highly dependent on your preparedness for class. Each prepared student’s presence in class is important and integral to your individual success and the success of the class. Each student (that means YOU!!) has something to contribute and has a responsibility to the class to attend and be a factor in the course. 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. Coming to class having read the material will be beneficial in that it will facilitate integration and generalization of course material. Presence in class denotes that a student has read all required readings and is prepared to contribute to the class discussion. Students should be on time to the class. Given the small size of our class, it is disruptive to the class discussion, the professor, and other students for students to walk into class
late. Thus, students will be considered late **15 minutes after the beginning of class and should not enter.** If you are absent from class, it is your responsibility to get notes, handouts, etc., from another student.

You will also be required to prepare discussion points for class. Specifically, for each class period, each student will be required to submit one to five (1-5) questions, ideas, or other thought-provoking discussion points related to the topic covered. Your class participation grade will be evaluated by the quality of your submissions as well as my overall evaluation of your contribution to class discussion. Part of the grade is subjective and based on my analysis of how substantive your comments are and whether or not your comments are reflective of your having read, analyzed, and understood the material. Opinions are important and welcomed, but they are not sufficient to earn a strong grade in class participation. Evaluation, application, and critical analysis of the readings are the most important indicators of high quality class participation. Class attendance rates set the limits for the maximum class participation points. After your attendance points have been determined, additional points will be deducted based on the quality of your class participation (as evidenced by your submission of discussion points and my subjective evaluation of your class participation). In order to be excused from class, you must contact me before class and provide written documentation of extenuating circumstances that prevented your attendance.

**Exams:** During the course of the semester, you will have one (1) exam (midterm exam). The exam will be comprehensive (i.e., midterm will assess your grasp of the information we’ve covered up until that point). Exams will cover the chapters and articles discussed in class and will be take-home, short answer/essay format. You will receive the exam questions approximately one week prior to the due date. Exams are due at the beginning of class on the listed due date (see schedule). Exams are on time when submitted in class or emailed at or before the assigned class time. Email submission is only used as verification that the exam was completed on time, and the student is responsible for providing a hardcopy to the professor as soon as possible, but no later than the following class period.

Because students will have a minimum of one week to complete exams, receiving permission to submit the exam past the deadline will be extremely difficult. Permission to submit the exam past the deadline will be given only in extremely extenuating circumstances (e.g., hospitalization, death in immediate family, etc.) with written documentation. In those cases, the instructor is to be contacted prior to the exam, if possible, and no later than one week after the exam. The instructor will make the final determination of whether an excuse is justified to allow for late submission. Elective appointments, vacations, oversleeping, or similar absences will not be excused. Make-up exam dates and times for excused absences will be arranged with the instructor.

**Journal Article Class Discussions:** To supplement the information in the required text, you will also be required to read and discuss assigned journal article readings related to topics discussed in class. All students are required to read all assigned articles. During specified class periods, individual students will be randomly selected to discuss the specific article assigned for that class period (see schedule). If you are selected to present and you are unprepared, you will receive a grade of zero (0) for your grade. Class discussions cannot be made up.

Students should prepare to lead discussion of the article by preparing to summarize the article (e.g., summary of the rationale, purpose, hypotheses, methods, sample characteristics, measures, data analysis procedures, etc.). Additionally, students should relate the information provided in the article with the information from the text that is being covered (see Article Discussion Grading Rubric). Reading directly from the article is not allowed; you are expected to understand the details of the article and present it in your own words. Most importantly, after summarizing the article, you
will lead discussion of the article in the context of what we are covering in class. You will be assessed by me and your peers.

**Assignments:** Students will develop and demonstrate basic competency through a series of progressive assignments related to administration, scoring, interpretation, and report writing. The assignments are as follows:

- Protocol #1 “Client A”
- Protocol #2 Buddy Administration
- Protocol #3 “Client B”
- WAIS-IV Report Writing Assignment

Specific details of each assignment will be provided in a separate document.

**Comprehensive Assessment Battery:** As an evaluation of students’ mastery of the competencies demonstrated over the course of the semester, students will administer and videotape, score, interpret, and write a final report. Specific details of the requirements will be provided in a separate document.

**Note:** All written assignments (e.g., papers, exams) must be free of all grammatical, spelling, and punctuation errors. These types of errors can and will negatively affect your grade! All written assignments must adhere to the standards set by the American Psychological Association (APA), including title page, in-text citations, and references. The Center for Academic Success (CAS) provides writing assistance for this course. The CAS also provides tutoring services for this course. Appointments can be made through TutorTrac at [http://tutoring.clayton.edu](http://tutoring.clayton.edu) or by contacting the CAS at (678) 466-4070, lower level of the library.

**Academic Honesty:** Academic honesty is required of all students at all times. Correspondingly, cheating (which includes plagiarism) WILL NOT BE TOLERATED. Refer to the description of the specific policy in the Clayton State University Student Handbook. You are expected to read, know, and adhere to the stated policy. Academic dishonesty is a serious offense and will be dealt with in accordance with the CSU Handbook. This means that the minimum penalty issued will be a zero on the assignment for which academic dishonesty occurs. Specific academic misconduct polices and judicial procedures can be found in the Office of Student Life/Judicial Affairs ([http://adminservices.clayton.edu/judicial/](http://adminservices.clayton.edu/judicial/)). As mentioned, plagiarism is one form of academic dishonesty. If you copy someone else’s work and don’t give them credit, that is plagiarism, and it will be taken very seriously!! I will view ANY information without proper citation/reference as plagiarism and respond accordingly. As a side-note, **Wikipedia** is not an appropriate source.

**Disruptive Behavior:** You all are junior scholars and I am excited to spend the next semester with each of you. I will treat you as junior scholars, meaning that I will do everything within my power to create an environment of mutual respect. To this end, I expect that you will also treat each other with respect. This means that behaviors which disrupt 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
Computer Access and Skills

- **GaView/D2L**: Students will be required to access the course syllabus, materials, and assignments via GaView/D2L. Students will be informed about the course on a regular basis with web calendar, bulletin board, and other web-related resources. Additionally, student grades will be reported via GaView/D2L. Desire2Learn (D2L) is a new system that the institution is using. In order to ensure that you are able to access and use this new system, **you are strongly encouraged to complete either a video or in-person training/tutorial by the completion of the first week of classes**. I strongly encourage students to make sure they are able to access GaView/D2L prior to class commencing. If a student is experiencing difficulties, the student should contact the Hub at (404) 466-4357. If (and when) you encounter problems with WebCT, notify myself and the HUB immediately. Also, keep any records of your issues as documentation.

- **Email Account**: Each student should have a CSU email account, and they must use it for this class. There may be times when I will communicate to the class via email, and you will be responsible for that information. **Furthermore, I will not discuss or communicate any confidential information (e.g., student grades, etc.) using any other email account other than a student’s CSU account.**

- **Notebook Computer Requirement**: Each Clayton State University 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. The notebook computer that the student has ready access to must include the Clayton State University standard software load (MS Office 2007 Professional). Clayton State University will make the standard software load available to students as part of the technology fee. It will be the student’s responsibility to visit the help desk (HUB) to obtain the software. Students will be responsible for having or obtaining basic computer skills including email, web surfing, word processing, and knowledge with respect to accessing the Internet. Furthermore, although students will not be required to bring their computer to class, they are welcome to use their laptops to take notes during class time. **It is highly important that students realize that computer use during class time is limited to note-taking, and that ANY student discovered surfing the Internet, checking email, Facebook, MySpace, or other non-class-related activities will be, at minimum, verbally reprimanded, and at the extreme, asked to leave the class.**

*Special Needs (Disabilities Statement):* Students who have disabilities who require reasonable accommodations need to register with Disability Services (DS) in order to obtain their accommodations. You can contact them at 678.466.5445 or disabilityservices@clayton.edu. If you are already registered with DS and are seeking accommodations for this course, please make an appointment with me immediately to provide me with your accommodations letter and discuss your specific accommodation needs for this course.

*Please Note:* Please disable all cellular phones, pagers, etc. during class. You are not allowed to use your cell phones in class.
**Grading Procedures**

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Class Participation</td>
<td>5 pts.</td>
</tr>
<tr>
<td>Article Discussions</td>
<td>5 pts.</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Protocol #1 “Client A”</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Protocol #2 Buddy Administration</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Protocol #3 “Client B”</td>
<td>10 pts.</td>
</tr>
<tr>
<td>WAIS-IV Report Writing Assignment</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Comprehensive Assessment Battery</td>
<td>30 pts.</td>
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</tbody>
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**Grading Scale for Psychology 6100**

<table>
<thead>
<tr>
<th>Numeric Grade</th>
<th>Letter Grade</th>
<th>Legend</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
<td>Exceptional Understanding of Content</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
<td>Above Average Understanding of Content</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
<td>Average Understanding of Content</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
<td>Below Average Understanding of Content</td>
</tr>
<tr>
<td>&lt;59</td>
<td>F</td>
<td>Inadequate Understanding of Content</td>
</tr>
</tbody>
</table>

*Note:* This course syllabus provides a general plan for the course. The instructor reserves the right to make deviations from the schedule if necessary.

**Schedule of Topics**

January

8  Introduction/Syllabus Review  
   A Primer on Statistics and Psychometrics (Sattler, Chap. 4)

10  Chap. 4, continued  
    Historical Survey and Theories of Intelligence (Sattler, Chap. 7)

15  Chap. 7, continued

17  Article Discussion: Williams (1996)  
    Sternberg (2004)

22  The Development and Measurement of Intelligence (Sattler, Chap. 8)

24  Chap. 8, continued

29  Article Discussion: Benson (2003)  
    Halpern (1996)
Challenges in Assessing Children: The Process (Sattler, Chap. 1)

February
5 Challenges in Assessing Children: The Context (Sattler, Chap. 2)
   Article Discussion: Cates (1999)

7 Chap. 2, continued
12 Article Discussion: Buss (1996)
   Tharinger, Finn, Hersh, Wilkinson, Christopher, & Tran (2008)

14 Ethical, Legal, and Professional Issues (Sattler, Chap. 3)
19 Introduction and Overview (Lichtenberger & Kaufman, Chap. 1-2)
   Midterm Exam Due (Chaps. 1-4, 7-8, selected articles)
21 WAIS-IV Administration, Scoring, & Interpretation (Lichtenberger & Kaufman, Chaps. 3-5)
26 WAIS-IV, continued
28 WAIS-IV, continued
   Protocol #1 – Case Study “Client A” Due

March
1 Last Day to Withdraw with a “W”
2-9 Spring Break
12 Practical: Student Practice WAIS-IV
14 Report Writing Basics, Interview, Mental Status Exam, & Behavioral Observations
   (Lichtenberger et al., Chapters 3-5)
19 Ethnic Minority Children (Chap. 5)
   WAIS-IV Report Writing Assignment Due
21 Chap. 5, continued
26 Wechsler Memory Scale-IV (WMS-III) Administration, Scoring, & Interpretation
   Protocol #2 – Buddy Administration Due
28 Wechsler Memory Scales, continued
   Practical: Student Practice WMS-III

April
2 Bender-Gestalt Administration, Scoring, & Interpretation
   Protocol #3 – Case Study “Client B” Due
4 Bender-Gestalt, continued

9 Assessment Battery Completion

11 Assessment Battery Completion

16 Assessment Battery Completion

18 Assessment Battery Completion

23 Assessment Battery Completion

25 Assessment Battery Completion

April 30-May 6 Final Exam Period (Check Registrar’s website for specific date/time)