



## **PSY/SPED 573 INTELLECTUAL ASSESSMENT I/PRINCIPLES OF COGNITIVE ASSESSMENT**

Monday and Wednesdays 10:00-11:45

COURSE SYLLABUS: Summer 2022

### **INSTRUCTOR INFORMATION**

**Instructor:** Dr. Katherine Pang, Adjunct Faculty, Licensed Psychologist

**Teaching Assistant:**

**Office Hours:** Virtual by appointment

**University Email Address:** Katherine.pang@tamuc.edu

**Preferred Form of Communication:** University Email

**Communication Response Time:** Via university email within 48 business hours.

### **PSY 573/691 Weekly Online Office Hours**

Join Zoom Meeting

<https://tamuc.zoom.us/j/97623330034?pwd=Z0N4RSs5U3IHWWc3NHVZdUU2MzJEUT09>

Meeting ID: 976 2333 0034

Passcode: 890700

### **COURSE INFORMATION**

#### **IMPORTANT COURSE FORMAT:**

This is an online synchronous course which means we will meet by Zoom from 10:00-11:45 on Mondays and Wednesdays for instructor facilitated discussion and instruction.

#### **Materials Required:**

Clip board

Pencils with and without an eraser

Black or Blue pen

Stopwatch that does not beep (you can use your phone)

#### **Textbook(s) Required:**

Flanagan, D. P. (2017). Essentials of WISC-V Assessment (Essentials of Psychological Assessment) 1st Edition (2017). Wiley. ISBN: 978-1118980873.

Weiss, L. G. (2019). WISC-V: Clinical Use and Interpretation (Practical Resources for the Mental Health Professional) 2nd Edition. ISBN: 978-0128157442

Lichtenberger, E. O. & Kaufman, A. S. (2012). Essentials of WAIS-IV Assessment (Essentials of Psychological Assessment) 2nd Edition. ISBN: 978-1118271889.

## **COURSE DESCRIPTION**

PSY 573. Intellectual Assessment I. Three semester hours. (Same as SPED 573). The purpose of this course is to attain knowledge of cognitive functioning and develop skills in the cognitive assessment of children and adolescents. This course integrates the skills of administration, scoring, and interpretation of major cognitive assessment instruments (e.g., KABC-II, WISC-V/WAIS-IV, & WJ-IV COG) in the context of recent cognitive theories and research. The Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities will be the primary underlying framework for interpreting test data. Also, an emphasis will be placed on utilizing the Cross-Battery Assessment approach when utilizing the CHC theory of cognitive abilities. Issues of assessing culturally and linguistically diverse children and adolescents are integrated throughout the course in addition to specified lectures. Prerequisites: Prior enrollment in PSY/SPED 572 or consent of instructor.

### **Links to NASP Model 10 Domains of Practice**

**Domain 1: Data-Based Decision Making & Accountability:** You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills:** You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

**Domain 5: School-Wide Practices to Promote Learning:** You will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

**Domain 8: Diversity in Development and Learning:** You will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

**Domain 10: Legal, Ethical, and Professional Practice:** You will gain knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

## **Student Learning Outcomes**

This course will provide instruction in the administration, scoring, and interpretation of the most used assessment instruments. The objectives in this course are to develop student competency in:

- Establishing and maintaining rapport with children, adolescents, and young adults (if applicable)
- Administering tests of cognitive functioning, including handling test materials, following test directions, and demonstrating competency in timing tests
- Scoring test protocols
- Interpreting test findings
- Writing reports

## **TECHNOLOGY REQUIREMENTS**

LMS: All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your instructor.

*The syllabus/schedule are subject to change.*

**Technical Support:** If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

**Interaction with Instructor Statement:** All students should activate and regularly check their Leo Mail (e-mail account) and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/myLEOonline (D2L Brightspace). All communication about the class must be completed with your university email and will not be completed with personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example PSY/SPED 573: Question about assignment. As noted above, all emails will be returned in 48 hours, except for weekends and holidays. If you have a question that can be addressed through email, I will do so. If your question would best be served by us meeting by telephone, video chat, or in person, I will schedule an appointment with you during office hours or at a mutually convenient time.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

**Attendance:** Students are expected to attend class as scheduled. Attendance is **mandatory** and excused absences may be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. If you do have to be absent from class due to extreme circumstances, please be prepared to provide adequate documentation upon your return to class. In addition to attendance, being prompt for class is important. Please plan to be in class on time.

**Class Format:** This course will consist of lecture, discussion groups, small group work, simulations, role-playing, and other active learning exercises if time permits. **Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to actively participate in the learning process.** There is a **high amount of testing** (administration of various cognitive assessments) required for this course. **Students are responsible for finding participants to test to fulfill requirements for this course.** It is strongly advised that you do not test your own children or family members but instead test the children of friends. If this is not possible then you are permitted to test your own children or family members. **However, I caution you to choose wisely because in your professional role as you and I are mandated reporters of any issues pertaining to child maltreatment. Thus, if necessary, you may be asked to make a report against a family member in an instance of child maltreatment.**

**You are required to complete two assessments: 1 WISC-V and I WAIS-IV,** so I recommend that you find these participants early, and schedule assessment times with them as soon as you can. **Do not wait until the last minute to complete an assessment.** Parental consent forms must be completed for the administration of the WISC-V and Adult Consent forms for the administration of the WAIS-IV before testing can occur, even if you are testing your own children. When giving consent you must address the issue of confidentiality and when it will not

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be maintained. Consent forms must be submitted with your protocol(s). You are **NOT** to disclose any results from the testing to the examinee, school, or parent because you are just learning how to administer the tests and the results may **NOT** be accurate or reliable and should **NOT** be disclosed. In addition, you are to make **NO** recommendations for psychological services to the examinee, school, or parent (but you will make recommendations in your psychological report).

### **Course Activities & Assignments:**

**1. Class Participation (100 points):** Discussion, presentations, and simulations (if time allows) require your active participation. You are expected to complete the readings scheduled for each class, and to come to class prepared to discuss them. It is essential that you attend class, read assignments, and complete assigned activities each week. As mentioned above, class attendance and exit tickets will be used to support your participation grade.

**2. Cognitive Assessment Paper (100 points):** Prepare a three-to-five-page paper on the importance, context, and usefulness of cognitive assessments, such as the WAIS-IV and WISC-V. Define and state the purpose of cognitive assessments and how they are used in clinical practice. Identify any experiences, if any, you have with cognitive assessment? How do cognitive assessments differ from other types of assessments and why are they used and important in assessing for Autism Spectrum and Attention-Deficit/Hyperactivity Disorder? What are some of pros and cons of cognitive assessments and cite to sources to support your points and statements?

**3. Practice Reflections (50 points):** After practicing the WISC-V, you will complete a 2-page reflection of your observations based on your practice administration (25 points). After practicing the WAIS-IV, you will complete a 2-page reflection of your observations based on your practice administration (25 points).

**3. Consents, Protocols, and Reports (400 points):** Standardized testing is a complex and demanding clinical assessment task. Examiners must follow administration and scoring guidelines with absolute accuracy to ensure valid results while simultaneously interacting with and observing the examinee's behavior, affect, mood, interest, and effort. Practice is the most effective way for new examiners to develop comfort and fluency with these tasks. The administration assignments are designed to provide opportunities for students to build fluency with administration and scoring procedures for each test covered in this course. *Students are responsible for obtaining volunteer subjects to test.*

**4. Reflection Paper (100 points):** Prepare a three-to-five-page paper on your experience administering the WISC-V or WAIS-IV. Describe how you approached the administration, your experience with each subtest, your experience scoring and writing the report. Identify what you found challenging and how you overcame any challenges. Please include your perspective on the value of these assessments from a clinical perspective and how you would use them clinically and in what context for diagnostic purposes. Please write in a professional and academic tone and integrate sources as necessary to support your statements. Please include a cover page and a reference page.

**Practice Administration:** Students are required to video a practice administration of the either the WISC-V or the WAIS-IV with another student in the course so that it can be shared with the professor via YouTube. Each student will be responsible for uploading the YouTube link in the course. Your professor will then review and determine if you are cleared to administer the assessments to the volunteers.

**Volunteer Administrations:** Students are **required** to complete 2 protocols with a volunteer for a total of 2 administrations. Additionally, there is 1 report per volunteer protocol for a total of 2 reports. Completing protocols properly is of essential importance as a school psychologist, diagnostician, and clinician. Do not rush. Give yourself time. Triple check for accuracy. Do **NOT** use real names, rather use first and last initial or pseudonyms (i.e. Elizabeth Bennet, Atticus Finch, Hermoine Granger, Anne Shirley, etc.) on all reports and protocols.

All protocols, record forms, and consent forms must be turned in on the due date to receive full credit.

### **Protocols**

Students are required to turn in their protocols with each report and consent forms for protocols with a volunteer. If consent forms are not submitted with the protocols a grade of **ZERO** will be given. NO EXCEPTIONS. Students are responsible for keeping up with their protocols. Extra protocols may NOT be available. **The rubric for administration will be uploaded to D2L. Scoring is extremely strict due to the importance of accuracy.**

You will administer 1 WISC-V and 1 WAIS-IV. All subtests will be administered for both the WAIS-IV and WISC-V.

For each administration you will submit the following for a total of 200 points per administration and a collective total of 400 points:

- WISC-V scored protocol (75 points) and WAIS-IV scored protocol (75 points)
- WISC-V written report presenting the data and its interpretation (120 Points) and WAIS-IV written report presenting the data and its interpretation (120 Points)
- WISC-V signed consent form (5 pts) and WAIS-IV signed consent form (5 pts)

**Reports:** All reports must be uploaded to D2L under the specified assignment as a Word document in 12-point font (examples will be given). Reports should include the five sections mentioned below and will be graded based on the professor's clinical judgement. Be sure to use all of your resources when writing your reports. You must use a different student/volunteer for each report.

**Guidelines for Writing Psychological Reports:** Each written report will contain the following sections:

1. Brief background Information
2. Behavioral Observations
3. Test Results and Interpretation
4. Summary
5. Recommendations
6. Appendix: Tabled Test Scores

**Assignment Points Possible:**

Assignments	Points
Class Participation	100
Cognitive Assessment Statement	100
Protocols and Reports	400
Reflection Paper	100
<b>Total Points</b>	<b>700</b>

- A = 90%-100% (630-700 points)
- B = 80%-89% (560-629 points)
- C = 70%-79% (490-559 points)
- D = 60%-69% (420-489 points)
- F = 59% or Below (less than 419 points)

**Assessment Directions:**

All testing instruments/materials must be checked out and will be coordinated by the Graduate Assistant assigned to this course. You will verify the kit that you check out has all the materials present. As the kit is returned, the kit will be verified to ensure that all materials are returned.

Please become familiar with the instruments before you video tape your practice administration and before use during a testing session. **This means it is up to you to study, review, and become familiarized with the assessment instruments outside of regular class time.** Please keep in mind that the assessment instruments are **VERY** expensive, and **YOU** will be responsible for them while they are checked out under your name. **DO NOT** leave test materials in your car or unattended at any time. You will need a stopwatch (your cell phone stopwatch can be used) and a clipboard for administering tests.

**Again, all students are required to find their own examinees. Also, please be aware that finding participants can take longer than expected so please start early.** Also, testing can take longer due to your lack of experience so please provide yourself with enough time to conduct these assessments. Feel free to check out equipment to better learn the materials and begin testing as soon as you are comfortable.

Due to the limited number of testing equipment, we may have to share test kits. Students that share test kits need to take responsibility for the transfer of these kits. The Graduate Assistant assigned to this course will set up a checkout list and coordinate this process. If you have access to a current diagnostician, you might be able to “borrow” theirs to allow for more practice time without as many time constraints.

**OTHER THINGS TO REMEMBER**

- Do not wait until the last minute to complete an assessment.
- Consent forms must be completed before testing can occur, even if you are testing your own children or an adult. When giving consent you must address the issue of

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confidentiality and when it will not be maintained. Consent forms must be submitted with your protocol(s).

- You are **NOT** to disclose any results from the testing to the examinee, school, or parent because you are just learning how to administer the tests and the results may **NOT** be accurate or reliable and should **NOT** be disclosed.
- In addition, you are to make **NO** recommendations for psychological services to the examinee, school, or parent (but you will make recommendations, as practice, in your psychological report).

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advanced.

### **University Specific Procedures**

**Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

[http://www.tamuc.edu/student\\_guidebook/Student\\_Guidebook.pdf](http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf)

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

**TAMUC Attendance:** For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**Academic Integrity:** Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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**Students with Disabilities-- ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library- Room 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

**The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)**

**Nondiscrimination Notice:** Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Campus Concealed Carry Statement:** Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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**COURSE OUTLINE / CALENDAR (Subject to Change)**

**WISC-V and WAIS-IV Readings refer to the Essentials Series**

<b>Week</b>	<b>Date</b>	<b>Topic &amp; Assignments Due</b>	<b>Readings</b>
<b>1</b>	June 6 and 8	Greetings and introductions Review syllabus and course requirements Introduction to Cognitive Assessment Overview of the WISC-V and WAIS-IV	Syllabus WISC-V Chapter 1 WAIS-IV Chapter 1 Weiss Chapter 1 and 13
<b>2</b>	June 13 and 15	Ethical Issues in Assessment Administration Techniques and Issues  <b>Cognitive Assessment Statement DUE June 18 11:59PM in D2L</b>	WISC-V Chapter 2 WAIS-IV Chapter 2
<b>3</b>	June 20 and 22	Scoring, Interpretation, and Report Writing	WISC-V Chapters 3-5 WAIS-IV Chapters 3-5 Weiss Chapters 2 and 3
<b>4</b>	June 27 and 29	WISC-V/WAIS-IV - In class review and practice with a classmate	WISC-V Chapters 3-5 WAIS-IV Chapters 3-5 Weiss Chapters 2 and 3
<b>5</b>	July 4 No Class July 6 No Class	WISC-V/WAIS-IV practice with a classmate and scoring Preparation for Administration with Volunteers  <b>Video Administration DUE July 7 11:59PM</b>	WISC-V Chapters 3-5 WAIS-IV Chapters 3-5 Weiss Chapters 2 and 3
<b>6</b>	July 11 and 13	WISC-V/WAIS-IV Administration Discussion: Cross-Cultural and Special Populations	WISC-V Chapters 7, 9 WAIS-IV Chapters 6-8 Weiss Chapters 5-7, 11
<b>7</b>	July 18 and 20	Review of other Cognitive Assessments: WJ Cog, Stanford Binet and KABC  <b>Volunteer Consents Due for BOTH Administrations NO LATER than July 20 11:59PM</b>	To Be Assigned
<b>8</b>	July 25 and 27	WISC-V/WAIS-IV Administration Discussion, Scoring, and Report Writing	WISC-V Chapters 6 WAIS-IV Chapters 3-5
<b>9</b>	August 1 and 3	WISC-V/WAIS-IV Administration Discussion, Scoring, and Report Writing	

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PSY/SPED 573 Intellectual Assessment

<b>10 Finals Week</b>	Week of August 8	<b>Protocols and Reports for Both Administrations Due August 8 11:59PM</b>  <b>Reflection Paper Due August 10 11:59PM</b>	
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