Course Information

PSYC 5366-001       Assessment of Individual Mental Ability
Fall 2017
Thursday 11:00 to 1:45
Room – Ratliff South 2019

Instructor Information

Andrew L. Schmitt, Ph.D.
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Email: Andrew_schmitt@uttyler.edu (best way to contact me)
Office hours: Thursday 1:45 to 3:45

Course Description (Graduate Catalogue 2008-2010)

Examines the historical background of selected individual scales of intellectual functioning. Special emphasis will be given to supervised practice in the administration, scoring, interpretation, and psychological report writing of the WAIS-IV. Prerequisites include PSYC 4301, PSYC 5301, or equivalent; and consent of instructor.

Student Learning Outcomes and Assessments

By the end of the course, students should be able to:

1. Demonstrate competent administration of the Wechsler Adult Intelligence Scale (WAIS-IV). This will be assessed by videotape observation of test administration technique by the instructor as well as the student’s performance on six individually administered record forms.
2. Demonstrate competent scoring techniques for the WAIS-IV. This will be assessed by the student’s performance on five individually administered record forms as well as the student’s performance on scoring exercises on the Midterm and Final Exam.
3. Demonstrate competent interpretation of WAIS-IV scores. This will be assessed by the student’s performance on two written psychological evaluation reports.
4. Integrate information from client’s history, behavioral observation, and test results into a cohesive whole. This will be assessed by the student’s performance on two written psychological reports.
5. Demonstrate effective university-level writing skills. This will be assessed by the student’s performance on two written psychological evaluation reports.
6. Demonstrate a broad understanding of theoretical concepts that undergird competent test administration, scoring, interpretation, and presentation. This will be assessed by the student’s performance on the final exam.
7. Demonstrate effective university-level oral presentation skills. This will be assessed by the student’s performance on an oral presentation.

**Evaluation and Grading**

Your grade in this class will be determined by your performance in the following areas:

1. **Record Forms**: (10 points each): 5 test administrations. Record Forms will be checked for correctness of administration and scoring.
2. **Student administration of WAIS-IV**: (40 points): Student will demonstrate the performance of an entire WAIS-IV administration on video tape. Students will be assigned a videotape camera for recording this performance. The videotape must be recorded with adequate audio and visual quality in order to obtain a score.
3. **Midterm Exam**: (50 points): The midterm exam will cover material from the first half of the course.
4. **Written reports**: (40 points each): 2 written reports. Reports will be carefully proofread, reflect university-level writing skills, and give evidence of considerable thought and effort.
5. **Final Exam**: (50 points)
6. **Student Presentation**: (30 points): Student will present a test administration, scoring, and interpretation (see handout).

**Summary of Grading Policy:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Written Reports</td>
<td>80</td>
<td>27%</td>
</tr>
<tr>
<td>Videotape Administration</td>
<td>40</td>
<td>13%</td>
</tr>
<tr>
<td>5 Record Forms</td>
<td>50</td>
<td>17%</td>
</tr>
<tr>
<td>1 Midterm Exam</td>
<td>50</td>
<td>17%</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>50</td>
<td>17%</td>
</tr>
<tr>
<td>Student Presentation</td>
<td>30</td>
<td>10%</td>
</tr>
</tbody>
</table>

270-300        A
240-269        B
210-239        C
180-209        D

**Teaching Strategies**

The course is intended for majors in clinical, counseling, and school psychology (LSSP), school counseling, and educational diagnostician. The goal is to develop entry level skills for administering, scoring, and interpreting the WAIS-IV. The course is designed to reach these goals primarily through experiential practice. As such, I provide opportunities for students to perform practical assignments as one would in a professional setting. I provide regular written and/or oral feedback after each assignment. Through repeated practice of these assignments, students hone their skills in assessment, scoring, interpretation, and report-writing. In this course, lecture material is deemphasized in favor of applied practice of assessment skills.
**Required Textbook and Materials**

Sattler, Jerome: *Assessment with the WAIS-IV* (2009) (required)


**Equipment Requirements:** Test kits are provided by the University for your use during this course. Record forms will also be provided by the University. Video cameras will also be provided. You must purchase a stopwatch, as well as the required textbooks. Some students buy a typing stand to assist them during test administration.

**Course Policies**

Although I do not formally take attendance, graduate students are expected to attend every class session. Nevertheless, it is understood that illness and/or extenuating circumstances may prevent a student from attending every class session. As such, each student may miss two classes without penalty. If a class session is missed for any reason, you are still responsible for turning in all assignments in a timely manner. After two absences, every additional absence will result in a penalty of one point from your final grade.

If you need to be absent due to a religious holiday, please let me know at the beginning of the semester so we may plan the absence accordingly.

I am intolerant of lateness as it is disturbing to me and to other class members. If you are late to any class session, it will be counted as 1/3 an absence. If a consistent pattern of tardiness is evident, we will confer and develop a joint solution to this problem. Remember – I am charged with training you to be an effective professional. I take this responsibility seriously. I know of no respected professional who is routinely late for his or her clients. Keep this in mind as you progress through your training.

Ethical behavior is important in every professional endeavor. **Ethical violations and unprofessional behavior will result in course failure, an incomplete grade, or other appropriate action. Remediation will be determined by the instructor.**

Considering the high volume of assignments to be turned in and scored, it is not possible for me to appropriately score late assignments. As such, late assignments are discouraged and will result in a drop of 10 percentage points per day late.

**Topical Outline**

Aug 31  
- Introduction  
- Distribute test kits and record forms  
- Administering the WAIS-IV
Sep 7  Administering the WAIS-IV  
WAIS-IV Administration and Scoring Manual  
Reading: Chapter 1 and 2 Sattler  
Reading: Chapter 1 and 2 Lichtenberger (recommended)

Sep 14  Administering the WAIS-IV  
Reading: Chapter 3 Sattler  
Reading: Chapter 3 Lichtenberger (recommended)  
First Record Form Due

Sep 21  Scoring the WAIS-IV

Sep 28  WAIS-IV subtests and interpreting the WAIS-IV  
Reading: Chapters 5 and 6: Lichtenberger  
Second Record Form Due

Oct 5  Clinical Interview and Introduction to Report Writing

Oct 12  Midterm Exam

Oct 19  Report Writing  
Third Record Form Due

Oct 26  Report Writing

Nov 2  Fourth Record Form Due  
First Report Due

Nov 9  Report Feedback Session  
Early Turn-in of Video Due (5 percentage points)

Nov 16  Video Due  
Presentations

Nov 23  Thanksgiving Holiday – No Class

Nov 30  Fifth Record Form Due  
Second Report Due  
Presentations

December 7  Presentations

December 14  Final Exam

University Policies
Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsible.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
• Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
• Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
• Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
• Being reinstated or re-enrolled in classes after being dropped for non-payment
• Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career.
This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

• copying from another student’s test paper;
• using during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.