COURSE SYLLABUS*

Course Information
PSYC 5366, Assessment of Individual Mental Ability
Spring 2015 Thr– 2:00pm - 4:45pm, HPR 252

Instructor Information
Dung Ngo, Ph.D.
Office Location: HPR 224; Office Phone: 903-566-7208;
Email: dngo@uttyler.edu (best way to contact me is via email)
Office Hours: Th. 9 – 12 noon and by appointment

Teaching Assistant:
Megan Roe: 251-604-0068

Course Description (Graduate Catalogue 2008-2010)
This course examines the historical background of selected individual scales of intellectual functioning. Special emphasis will be given to supervise practice in the administration, scoring, interpretation, and psychological report writing of the WISC-IV and 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) and the Wechsler Intelligence Scale for Children (WISC-IV) - This will be assessed by direct 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 and WISC-IV. This will be assessed by the student’s performance on six individually administered record forms.

3. Demonstrate competent interpretation of WAIS-IV and WISC-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.

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

1. Record Forms: (5 x 20 points = 100 points): Student will complete five record forms with 10 core subtests. Record Forms will be checked for correctness of administration and scoring. Record forms will be carefully checked for accuracy in scores calculation (e.g., raw, scaled scores), age calculation, correct use of test administration rules (e.g., starting, discontinue, reverse rules), querying, and use of abbreviations, etc.

Record Form (RF) Grading Rubric:
• First RF, minus one point for the following errors: age calculation, raw scores calculation, score conversion, plotting scores, completing the analysis section, reverse rules, discontinue rules, starting point, and any other carelessness.
• Second RF and afterward, minus two points for each of the errors listed above.
2. Video Tape & Self-Assessment: (50 points): Students will demonstrate the performance of an entire WISC or WAIS administration on video tape. Students will be assigned a videotape camera for recording this performance (please check out a video camera with SD card from Mrs. Linda Speed). The videotape must be recorded with adequate audio and visual quality. You will have to choose a partner in the class who will review the video using a rubric/check-list provided by the instructor. Subsequently, the peer-reviewed will provide an oral and written feedback. Based on this feedback, the student will have to write a self-assessment analysis paper (2-4 pages minimum) discussing the strengths and weaknesses of the test administration. Address how these weaknesses could be improved in the future. Be specific. What were the challenges faced during the administration (e.g., including both the examiner’s and client’s variables) and how would you overcome these challenges? What traits or characteristics of a competent examiner you think you may need to develop or strengthen?

3. Skills Observation (25 points): You will be asked to perform selected subtests from the WAIS with the TA being the client. Your test administration skills will be observed by the instructor and verbal feedback will be provided immediately following your performance.

4. Written reports (1 x 50 points = 50 points): You will turn in 1 written report (WAIS-IV or WISC-IV). Your report must be carefully proofread, reflect university level writing skills, and give evidence of considerable thought and effort. Your report will undergo a peer review process before your final submission. Points will be taken off for not following report format; errors in reporting scores; spelling and grammatical errors; misinterpretation of scores; lack of integration of data; poorly thought-out recommendations.

Note: you must conduct a full clinical interview on the client for which you choose to write the report on.

5. A total of 4 quizzes will be conducted throughout the semester. The quizzes will cover major areas discussed in the class, including Administration, Scoring, and Interpreting of the WAIS or WISC. Each quiz will be worth 10 points for a total of 40 points.

6. Final Exam (100 points): A study guide will be provided.

**Summary of Grading Policy:**
- 5 Record Forms (5x20): 100 points.
- Videotape & Self-Assessment Paper: 50 points
- In-Class Administration/Observation: 25 points
- Written Psychological Report: 50 points
- Quizzes (4 x 10): 40 points
- Final Exam: 100 points

**Total Points = 365**

A = 310 - 365 points
B = 276 - 309
C = 241 - 275
D = 207 - 240

**Teaching Strategies**
The course is intended for majors in clinical, counseling, and school psychology (LSSP), school counseling, and educational diagnosticians. The goal is to develop entry-level skills for administering, scoring, and interpreting the WAIS-IV and WISC-IV. The course is designed to reach these goals primarily through experiential practice. As such, I will provide opportunities for students to perform practical assignments as one would in a professional setting. I will also provide regular written and/or oral feedback after each assignment. Through repeated practice of these assignments, students will 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) (recommended)

**Equipments provided by the University:** Test kits; Record forms; Video cameras.

**Equipments must be purchased by you:** Stopwatch; required textbooks. Some students buy a typing stand and clipboard to assist them during test administration.

**Course Policies**
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 one class 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 one absence, every additional absence will result in a penalty of two points from your final grade. If you need to be absent due to a religious holiday, please let the instructor know at the beginning of the semester so we may plan the absence accordingly. Extended absences for any reasons must be notified to the Department and instructor.

I am rather intolerant of lateness as it is very disturbing to class members. Please tend to come to class on time and be ready to participate. If you must leave class early for special situation, please let me know before class. Remember – I am charged with training you to be an effective and ethical 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. Absolutely no use of any of the following devices during the class time: cellular phone, music devices, or any other electronic devices that may be disruptive during class discussion.

Topical Outline IX: Class Schedule: (readings should be completed prior to scheduled class)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1/21</td>
<td>• Class introduction &amp; Overview&lt;br&gt;• What is intelligence?&lt;br&gt;• Intelligence across cultures&lt;br&gt;• Assessment vs. Testing?&lt;br&gt;• Distribute Test Kits WAIS-IV</td>
<td>(TBA)</td>
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<tr>
<td>1/28 – 2/4</td>
<td>• Read Lichtenberger &amp; Kaufman:&lt;br&gt;Text Chap. 2: Administration&lt;br&gt;WAIS Administration and Scoring Manual: Chap 1 &amp; 2 (pp. 1-42)</td>
<td>• In-class practice with a partner</td>
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<td>2/11</td>
<td>• Quiz #1: WAIS Administration&lt;br&gt;• Conducting a Clinical Interview</td>
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<td>2/18 – 2/25</td>
<td>• Read Lichtenberger &amp; Kaufman:&lt;br&gt;Text Chap 3: Scoring the WAIS&lt;br&gt;WAIS Administration and Scoring Manual: pp. 43-62&lt;br&gt;In-class Scoring Workshop conducted by TA&lt;br&gt;Completing the Record Form</td>
<td>• WAIS RF#1 due 2/25</td>
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<tr>
<td>3/3</td>
<td>• Quiz #2: WAIS Scoring&lt;br&gt;Read Text Chap 4 &amp; 5: Interpreting the WAIS-IV</td>
<td>• WAIS RF#2 due 3/3</td>
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<td>3/10</td>
<td>SPRING BREAK!—NO CLASS</td>
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<td>3/17</td>
<td>• Quiz #3: Interpretation&lt;br&gt;Report Writing&lt;br&gt;Read Text Chapter 10: Illustrative Case Reports</td>
<td>• WAIS RF#3 due 3/17</td>
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<tr>
<td>3/24-3/31</td>
<td>• Read Text Chap 6 &amp; 7: Applications&lt;br&gt;Chap 7 Applications (Cont’d)</td>
<td>• WAIS RF#4 due 3/24&lt;br&gt;• WAIS RF#5 due 3/31</td>
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<td>Date</td>
<td>Assignments/Examinations</td>
<td>Notes</td>
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<td>4/7</td>
<td>• Quiz #4: Applications&lt;br&gt;• Age and Intelligence across the adult life span</td>
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<td>4/14</td>
<td>• In-class Observation, Group I</td>
<td>• First Draft of Report Due (report must be proofread by a classmate before final submission)</td>
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<td>4/21</td>
<td>• In-class Observation, Group II</td>
<td>• Final Report Due</td>
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<td>4/28</td>
<td>• In-class Observation, Group III</td>
<td>• Self-Assessment Paper Due</td>
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<td>5/5</td>
<td>• Final Exam&lt;br&gt;• Return all equipment</td>
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Note: This outline is subject to change to meet the needs of the class.

**X: University Policies**

**Grade Replacement/Forgiveness:** If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

**Disability Services:** If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit Disability Services located in the University Center, Room 3150. The telephone number is (903) 566-7079. Additional information may also be obtained at the following UT Tyler Web address: http://www.utttyler.edu/disabilityservices.

**Student Absent 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.

**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.

College of Education and Psychology Mission Statement
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. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

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 through productive contributions to local and global communities and toward individual and cultural equity.

Clinical Psychology Program Mission Statement
The Master of Science in Clinical Psychology is intended to educate students in the scientific bases, diagnostic, assessment and therapeutic methods, philosophies, skills and ethics of clinical psychology to prepare them for roles in clinical practice and research. Students may complete a general Clinical Psychology program, or a specialization in either Clinical Neuropsychology or School Psychology. Based on the student’s chosen specialization, the program provides the necessary coursework foundation for various state licensures to include the Licensed Professional Counselor, Licensed Psychological Associate, and Licensed Specialist in School Psychology. The Clinical Psychology core curriculum outcomes are aligned with national standards for masters level programs in applied psychology, from the Masters in Psychology Accreditation Council (MPAC).

Clinical Psychology M.S. Program Learning Outcomes may be found at http://www.uttyler.edu/psychology/ClinicalPsychPLO

*The instructor reserves the right to modify this syllabus to suit the needs of the students and class time.