**COUN 8200-01**

Intellectual Assessment of Adults

***Fall 2024***

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**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

Instructor Information:

**Brian E McCabe, PhD**

**Assistant Professor**

**2014 Haley Center**

**Bem0040@auburn.edu**

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Office Hours:

**by appointment**

**This course is reserved for students enrolled in the Counseling Psychology doctoral program at Auburn University. All others require permission.**



**SYLLABUS**

**1. Course Number: COUN 8200 (3 semester hours)**

**Course Title: Intellectual Assessment of Adults**

**University: Auburn University**

**Prerequisites: Enrollment in COUN doctoral program;**

**COUN 7200; COUN 8120 (Adult Appraisal)**

**Instructor: Brian E. McCabe, PhD**

**TA: Carli Rossi, Courtney Williams**

**Contact Info: 2014 Haley (mail: 2084); bem0040@auburn.edu; 334-844-7686**

**Class Meeting: Tuesday 1:00-3:50pm Haley 1218 (or arranged online)**

**2. Date Syllabus Prepared:** January 2020, August 2021, August 2022, August 2023, August 2024

**3. Required Readings:**

1) Lichtenberger, E. O., & Kaufman, A. S. (2013). *Essentials of WAIS-IV assessment (2nd edition).* New York: Wiley.

2) Schneider, W. J., Lichtenberger, E. O., Mather, N., & Kaufman, N. L. (2018). *Essentials of assessment report writing*. New York: Wiley.

3) Wechsler, D. (2008). Wechsler adult intelligence scale–Fourth Edition (WAIS–IV). *San Antonio, TX: NCS Pearson*, *22*, 498. [Available from LRC]

4) Additional suggested readings may be posted in Canvas.

5) Students are also required to have a stopwatch, paper/pencil, and other materials required for administration of the WAIS and related instruments.

**4. Course Description:**

Theory and measurement of adult intelligence. Interpretation of selected tests, with a primary focus on the WAIS-IV. This course will familiarize you with the process of interpreting the most commonly used measure for assessment of adult intelligence. You will develop the skills necessary to write professional reports to convey test results to other professionals and document your interpretation of the data. We will not cover other forms of psychological assessment such as personality or vocational. Coverage will include topics of methodological, theoretical, psychometric, cultural, individual differences, and ethical issues. Course will emphasize uses and limitations of these measures of adult intelligence. Students will administer and score the WAIS-IV, and other measures as needed.

**5. Course Objectives:**

1. Knowledge of historical and contemporary theories of intelligence (class discussions and presentations) through use of theories in interpretative reports

2. Understanding of the purpose, advantages, and limitations of adult intelligence assessment through provision of appropriate interpretations and recommendations in interpretive reports; **APA B3c**

3. Knowledge of basic intelligence and achievement assessment skills with adults and appropriate interpretation in interpretive reports; **APA B3c; Technology**

1. Knowledge of appropriate use of measures of adult intelligence through presentation and appropriate interpretation in interpretative reports; **APA B3c**
2. To develop skills necessary to interpret and apply intelligence assessment tools in treatment planning and recommendations for adults; **APA B3c**
3. Ability to write professional reports to convey testing results for referral sources and documentation
4. Understanding of ethical issues involved in assessment of adult intelligence through demonstration of ethical practices in report writing
5. Awareness of issues of cultural diversity involved in assessment of adult aptitude and achievement through appropriate incorporation and consideration of cultural diversity in recommendations and interpretation of test data; **Diversity**

**6. Content & Schedule:** (Students should have read the assignments listed each week PRIOR to class) **NOTE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS SYLLABUS AS NEEDED.**

**Tentative Calendar**

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| --- | --- | --- | --- | --- |
| **WEEK** | **DATE** | **CLASS TOPIC/ACTIVITIES** | **READINGS DUE** | **ASSIGNMENTS DUE** |
| **Module 1: IQ Intro** | | | | |
| 1 | 8/20/24 | Introduction to Introduction to Intellectual Assessment of Adults. Review LRC procedures, video recording, and testing room use | Lichtenberger & Kaufman Ch.1 |  |
| 2 | 8/27/24 | **WAIS-IV** Structure andPurposes ofPsychological Reports | Lichtenberger & Kaufman Ch.2-3 | **Begin to Schedule with TA for assessments** |
| 3 | 9/03/24 | **WAIS-IV** Structure andPurposes ofPsychological Reports | Lichtenberger & Kaufman Ch.4-5, 10 |  |
| 4 | 9/10/24 | **WAIS-IV** Administration Skills | Schneider Ch.1, 5 |  |
| 5 | 9/17/24 | **WAIS-IV** Administration Skills | Schneider Ch.1, 5 |  |
| **Module 2: Assessing Learning Disorders** | | | | |
| 6 | 9/24/24 | Theoretical foundations for assessment of Learning Disorders | Lichtenberger & Kaufman Ch.7 | **TA report #1** |
| 7 | 10/01/24 | Instruments for assessment of Learning Disorders | Schneider Ch.6-7,9 |  |
| 8 | 10/08/24 | *Case Presentation* |  | **Case Report #1** |
| **Module 3: Assessing Autism** | | | | |
| 9 | 10/15/24 | Theoretical foundations for assessment of Autism | Schneider Ch.12 |  |
| 10 | 10/22/24 | Instruments for assessment of Autism |  |  |
| 11 | 10/29/24 | *Case Presentation* |  | **Case Report #2** |

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| **WEEK** | **DATE** | **CLASS TOPIC/ACTIVITIES** | **READINGS DUE** | **ASSIGNMENTS DUE** |
| **Module 4: Assessing ADHD** | | | | |
| 12 | 11/05/24 | Theoretical foundations for assessment of ADHD | Lichtenberger & Kaufman Ch.8 | **TA Report #2 Due** |
| 13 | 11/12/24 | Instruments for assessment of ADHD |  |  |
| 14 | 11/19/24 | *Case Presentation* | Lichtenberger & Kaufman Ch.9 | **Case Report #3** |
| 15 | 11/26/24 | ***NO CLASS THANKSGIVING BREAK*** | | |
| 16 | 12/03/24 | **No Class: Client Report Due** |  | **Client Report due Dec.3** |

\*Additional recommended readings will be posted in Canvas.

**7. Course Requirements/Evaluation:**

***Assigned Readings***. Reading of texts, test manuals, and handouts. Note that it is expected that you will familiarize yourself with the test manuals and readings prior to administration and engage in necessary practice as required of ethical professionals. You cannot receive a passing grade from this course until you competently and ethically administer the WAIS-IV. You will be required to take an Incomplete or an F if you are unable to competently administer the WAIS-IV by the end of the term.

***Grading***:

A. 90% to 100%

B. 80% to 89%

C. 70% to 79%

D. 60% to 69%

F. 59% and below

Assignment Points Possible

***Student Administration and Reports***

TA Administration & Report #1 20

TA Administration & Report #2 20

Client Administration & Report #3 20

***Case Example Reports***

Autism Report 10

Learning Disorder Report 10

ADHD Report 10

***Course Participation*** 10

Total: 100 points

***Assignments***

***Student Administration & Reports***: You will complete a total of 3 administrations with reports.

TA: you will administer the WAIS to two of the TA for this course and complete a report for each administration. You must be competent on administration to the TA before administering the WAIS to others and to pass this course. A schedule of TA availability will be distributed.

Client: you will administer the WAIS and additional instruments to a “mock client” and complete a report. You will be assigned one of the 3 types of referral questions that are described in the modules. This administration must be video-recorded. You should use a room in Haley Center for this purpose, unless this is not possible.

***Case Example Reports***: You will complete a total of 3 reports using de-identified data from community partners. Instructors or guests will then present the “correct” report and interpretation in class (either on Wed or another day that week). If you are not available for the community partner presentation, you MUST notify me in advance. These reports *may* have 3 themes: Autism, Learning Disorder, ADHD.

***Report Style***: All reports should be typed, single-spaced in block paragraph, Times New Roman 12 font with 1 inch margins. Reports will have referral information, presenting problem, background, behavioral observations, tests administered, test results, impressions, and recommendations. Your recommendations should be feasible actions the individual might take to improve him/herself. You may consult with one another on all assignments. However, you must write your reports independently. I expect that your reports will be your own original compositions that do not read the same as a classmate’s report. Everybody’s reports will have the same basic format and some standard terms. But, reports composed for two examinees with different histories and test results should be distinguishable. To avoid turning in a report that is extremely similar to that of one of your colleagues, I recommend that when you discuss a case with a peer, take notes and do not further discuss the case after you begin to write the report. This will reduce the likelihood of two students turning in a report that is a copy or slightly modified version of someone else’s. For all reports you will assign an alias to the participant. Assignments must be submitted in class on the due date.

***Test kits*** and other materials will be checked out from the LRC. In rare cases, instruments will be provided by the course instructor. Test kits should be checked out for the shortest time possible. You should check out a kit on the day you are administering the test, score the test immediately after administering it, and return the kit to the LRC the same day, or as soon as possible. Except with permission, you will conduct administrations in the lab testing rooms or another designated room in Haley Center. We will keep an appointment book to help coordinate when test kits and testing rooms will be available. We will be sharing kits with students from psychology, so will also have access to kits in their clinic if needed. The LRC has a limited number of kits, so please return the kits when not in use. It is also recommended that you coordinate with other students as needed.

***WAIS-IV Competency Recording Tape***: You will record yourself administering the WAIS-IV to a volunteer. Given that you would have access to highly sensitive information for anyone you test, it is unethical to test anyone you know (e.g., friends, family, subordinates). You can volunteer those you know to classmates who do not know them, or use the *Smart Tigers* in SONA that I will setup later in the semester. Those classmates cannot reveal any aspect of the results from the tests to you. All individuals you test must sign consent forms. **Be sure to turn in the consent forms with your videos and protocols using the secure Auburn BOX provided by the instructor.** Instead of including actual names, please assign all of your volunteers an alias on reports. In addition, be sure the following phrase appears on all copies of testing-related materials including protocols, tapes, and reports, “Invalid Assessment for Practice Only; Not a Real Client.” You also may not provide any feedback to the volunteer as your administration is invalid and until completion of this course, you are not qualified to do this. You should use recording equipment in the lab (LRC may have recording equipment should you need it). Be sure that your equipment is working properly with good volume and good view of the volunteer’s responses (as well as your responses). Failure to adequately tape your volunteer will mean you must re-record. You should not stop recording even if you make an error. Evidence that you have stopped recording in the middle of testing (which suggests an attempt to fix a mistake) will mean that you must redo the demonstration. While I recognize the pressure of doing this correctly, you must correctly administer the test when done with clients the first time you test them. In some cases, what you think was an error may not be one that I would require you to demonstrate again (as I will be focused on errors that alter the testing outcome). If you require help from the LRC, you must seek that help in plenty of time for you to have the demonstration in the format required above by the due date and time. In addition to the demonstration, you will turn in a corresponding scored protocol along with the report. After review of the tape you will either receive full credit or be asked to redo sections where your performance was not of minimal competency. Each time you must redo a Competency Tape, you will lose points so be sure to practice on one another and learn the administration of the WAIS-IV well before completing this assignment. Note that it is unethical to administer any psychological instrument for which you are not competent. Failure to follow appropriate administration will force you to ignore all testing results as the assessment would be invalid. With a test like the WAIS-IV where time and practice effects are common, the test cannot be repeated for some time and any future administrations are subject to potential practice effects.

***Participation***: Because there will be in-class discussions of reading material and interpretation practice it is expected that you will be prepared to discuss the material and be present to do so. You are also required to attend scheduled meetings/administration practice with course TA. Please consult the attendance policy below.

**8. Class Policy Statements:**

***Late Assignment Policy***: It is very important that students submit work on time, or they will find it very difficult to catch up. All work in the course (e.g., assignments, discussions, exams, quizzes, etc.) will be due by 11:59 pm CT (or other time as noted on the syllabus) on the date noted on the class calendar. Any assignment that is submitted after the due date will have one letter grade deducted from it per day late. Students should reach out to their instructor immediately to discuss any concerns. In situations where you are experiencing technical difficulties submitting your assignment near the deadline, please consult the Canvas help desk resources available in left navigation. Please work to avoid encountering technical difficulties near the assignment due dates by completing your work ahead of deadlines.

***Attendance Policy***: As this is a practicum course, attendance is required. Students are expected to attend all class meetings in person or online, e.g., via Zoom. **Please note the Auburn COVID-19 policies as they are updated.** Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. As stated in the Course Requirements, students with more than one unexcused absence will result in an Unsatisfactory grade in this class. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class.

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, other university sponsored or approved reasons, subpoena for a court appearance, and religious holidays. Note there are also exceptions regarding COVID-19 as described by Auburn University policies at <https://ahealthieru.auburn.edu/>. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case, shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. For an excused absence to not count against the attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

***Respect:*** When providing feedback and consultation to other students, it is expected that you will be respectful of one another. You will be encouraged to challenge your colleagues and provide constructive feedback. This feedback from individuals who know you well is extremely valuable in improving your skills as a therapist. Your feedback should be provided in a way that communicates respect, facilitates your peers’ learning, and conveys your interest in learning from your peers. Should it be determined that your feedback is provided in a way that undermines the experiential learning in this course, you will be asked to remediate your behavior and you may be referred to the counseling psychology faculty for formal remediation.

***Accommodations***: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

***Honesty Code***: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

* We, the faculty, instructors, and students of COUN 8910 pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.

***Professionalism***: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + - Engage in responsible and ethical professional practices
    - Contribute to collaborative learning communities
    - Demonstrate a commitment to diversity
    - Model and nurture intellectual vitality

As students enrolled in a training program accredited by the American Psychological Association, you are bound by the *Ethical Principles of Psychologists and Code of Conduct* adopted by that organization. The Student Policy eHandbook contains information on procedures to follow in the event you have an academic grievance. It also contains information about the student code of conduct. It is your responsibility to be familiar with and to follow the code of conduct in the eHandbook.

***Confidentiality/Privacy***: Material describing clients, particularly any information which might later help identify a client in an environment outside class, must be kept confidential, consistent with the APA ethics code. Specifics that you discuss in class about yourself and your behavior as a therapist are considered private within the scope of training, and confidential as pertains to your peers. That is to say, no member of the class is to repeat outside of class private information disclosed in class. To do so would violate the privacy rights of your peers who are disclosing in pursuit of becoming a better psychotherapist. As your group supervisor (class instructor) there are certain conditions that demand information I obtain about your clients’ behaviors and your own behavior with your clients be disclosed or otherwise discussed with others. These include the usual ones of court order, child or elder abuse, and serious threats of violence, including threatened suicide or homicide, by the client. I may also disclose to others behaviors you have engaged in or appear to be engaging in which in my opinion put your client's welfare at risk. Routine mistakes made by students in training do not demand that I disclose personal information. Should I have serious concerns about your ability to pass the class, I may discuss these concerns with colleagues to arrive at an appropriate decision for future training requirements. I also reserve the right to consult with a colleague to appropriately address clinical issues that arise (ranging from a clinical policy to a situation in which I have concerns about your or a client’s safety). Finally, during faculty meetings and/or on-site evaluations of your performance, illustrative problem areas may be discussed. As a rule, I will use common sense and sensitivity to your needs as important variables in deciding whether it is necessary to discuss with others what has transpired in class or individual meetings.

In line with confidentiality, you will need to retrieve and shred documents that you share with peers during in-class presentations. Similarly, you should appropriately store transcripts and tapes/recordings and destroy such materials as soon as possible (typically immediately after class/supervision, though you may need to review tape a few times or retain documents for training evaluation). Regarding transport of session recordings to and from your site, I require that you use a password-protected or encrypted flash drive or folder.

* Note that confidentiality and security of information apply for remote, i.e., Zoom, meetings if these are required by COVID-19. We will all use appropriate measures to ensure that class meetings are not overheard or viewed by persons not in this class. These concerns may also limit the ability to have remote learning for this class and must be balanced with other health concerns.

***Office Hours and Clinical Emergencies:*** I am available by appointment. Campus email is the best way to reach me to schedule an appointment, but you can also see me after class or call my office phone. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it

**9. Justification for Graduate Credit:**

This course includes advanced content in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association (APA). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a practicum course designed to teach knowledge and skills related to psychotherapy through the direct provision of supervised psychotherapy services, only students enrolled in the Ph.D. programs in the COUN department at Auburn University are allowed to enroll in this course.

**10. COVID-19 Information:** <https://auburn.edu/covid-resource-center/>

Possibility of Going Remote

* In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensuring that you have access to a computer and Internet. When or IF we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal face-to-face classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.