**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number: COUN 8200 01**

**Course Title: Intellectual Assessment of Adults**

**Credit Hours: 3 semester hours**

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

**COUN 7200; COUN 7210 (Adult Appraisal)**

**Corequisites: COUN 8970 (Special Topics, section 002)**

**2. Spring, 2017; Thursdays 4:00 pm to 6:50 pm**

**Instructor: Steven LoBello**

**Office Hours: Before & after class 210 F Goodwyn Hall, AUM Campus (drop by if you’re around)**

**Office Phone: 334-244-3309**

**Cell: 334-324-1476**

**Office Email: slobello@aum.edu**

**Date Syllabus Prepared: January 8, 2018**

**3. Required Texts:**

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

2) Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A.S. (2004). *Essentials of assessment report writing.* Hoboken, NJ: Wiley.

3) Mather, N. & Wendling, B.J. (2015). *Essentials of WJ IV Tests of Achievement.* Hoboken, NJ: Wiley.

4) Schrank, F.A., Decker, S. L., Garruto, J. M. (2016). *WJ-IV cognitive abilities assessment*

Hoboken, NJ: Wiley.

**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 most commonly used measure for assessment of adult intelligence and academic achievement. Measures of achievement are often used in conjunction with intelligence testing to assess the relationship between aptitude and achievement. 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, neuropsychological, 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 and achievement.

**5. Learning Outcomes:**

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**

2. Knowledge of basic intelligence and achievement assessment skills with adults through performance on quiz 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)

**Tentative Calendar**

| **Date** | **Topics** | **Readings** |
| --- | --- | --- |
| **Week 1 Jan 11** | Introduction to Course. Review of Ethics in Testing. Structure & Purposes of Written Psychological Reports (WAIS IV-based examples). Reason for Referral | #2 - Chapters 1, 2, & 9. |
| **Week 2 Jan 18** | Structure andPurposes ofPsychological Reports: Background Information,  Behavioral Observations | #2- Chapters 3 & 4.  Mini Mental State Evaluation Handouts |
| **Week 3 Jan 25** | Psychological Reports: Tests Administered and Test Results, Interpretation of Test results. Summary and Recommendations | **#**2 – Chapters 5 & 8  #1- Chapter 4 |
| **Week 4 Feb 1** | Interpretation of Test Results Advanced (WAIS-IV). Using the Data Management Interpretive System (DMIA). Strengths and Weaknesses | #1 – Chapters 5 & 10. |
| **Week 5 Feb 8** | Interpretation of Test Results Advanced (WAIS-IV). Testing of Limits. Case Examples  **WAIS IV Report 1 Due** | #1 – Chapters 6 &10  App. B & C |
| **Week 6 Feb 15** | Assessment and Diagnosis of Clinical Syndromes Affecting Intellectual Functioning and Learning | Referencing DSM 5 and other sources, handouts. |
| **Week 7 Feb 22** | Woodcock-Johnson IV Tests of Cognitive Abilities. Test Design and Purpose, WJ-IV Cog Interpretation of Test Results.  **WAIS-IV Interpretation Exercise Due** | #4 –Chapters 1, 4 & 5 |
| **Week 8 Mar 1** | Woodcock-Johnson IV Tests of Cognitive Abilities. Test Design and Purpose, WJ-IV Cog Interpretation of Test Results.  **WAIS-IV Report 2 Due** | #4 –Chapters 4 & 5 |
| **Week 9 Mar 8** | WJ-IV Cog Interpretation of Test Results in Written Report. Recommendations | #4 –Chapters 5, 6, & 7; Handouts |
| **Week 10 Mar 15** | **Spring Break** |  |
| **Week 11 Mar 22** | Woodcock-Johnson IV Tests of Achievement Test Design and Purpose. Interpretation of Test Results | #3 – Chapters 1 & 4 |
| **Week 12 Mar 29** | Woodcock-Johnson IV Tests of Achievement Interpretation of Test Results  **Report 3 – WJ-IV Cognitive Only** | #3 – Chapter 4 |
| **Week 13 Apr 5** | Woodcock-Johnson IV Tests of Achievement Interpretation of Test Results in Written Reports | #3 – Chapters 7 & 8 |
| **Week 14 Apr 12** | Woodcock-Johnson IV Tests of Achievement, Recommendations | #3 – Chapters 7 & 8, Handouts. |
| **Week 15 Apr 19** | Introduction to Cross-Battery Assessment  **Report 4 Due – Due (WAIS-IV or WJ-IV Cognitive) + WJ-IV Achievement** | Handouts |
| **Week 16 Apr 26** | Cross-Battery Assessment Continued | Handouts |
| **Final May 3** | **Final Exam TBA** |  |

\*All assigned readings from texts are listed by assigned number.

**7. Course Requirements/Evaluation:**

1. **Reading** of texts, test manuals, and handouts. Note that it is expected that you will familiarize yourself with the test manuals prior to administration and engage in necessary practice as required of ethical professionals.
2. **Assignments**

*Assigned Reports*: You will complete a total of 5 reports for this course. (1) One report is based on test data and background I give you. (2) Two reports written using WAIS-IV and other data. (3) One report is based on WJ-IV Cognitive Tests and other data and (4) One comprehensive and integrated report based on WAIS-IV or WJ-IV Cognitive Tests *and* WJ-IV Tests of Achievement. .

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 are allowed to 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 exactly the same as a classmate’s report. Everybody’s reports will have the same basic format and some of the lingo is pretty standard. But, reports composed for two examinees with different histories and test results should be distinguishable. I’ll probably notice if they aren’t. 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 individuals 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.

*Final.* Final exam will assess your basic knowledge of the concepts required for competent intellectual assessment of adults.

3. **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. Please consult the attendance policy.

4. **Grading**: I will use mastery grading for this course, with final grades 685+ points =A, 609-684 points = B, 533- 608 points = C, 457 – 532 = D, 531 points and below=F.

Report #1 115 pts

Report Exercise 115 pts

Report #2 115 pts

Report #3 158 pts

Report #4 158 pts

Final 100 pts

**8. Class Policy Statements:**

*Late policy*: I do not accept late papers. You may always turn a paper in ahead of time. Your paper is due by time and date it is assigned on this syllabus. If you have a university excused absence that meets the policies outlined in the university policies website, it is your responsibility to let me know about your excused absence. Only in the case of an excused absence that could not be anticipated can I accept any late assignments. If you fail to make arrangements with me, I will not be able to accept the late assignment. Typically, an individual can alert the instructor to such a case prior to the absence or has documentation to demonstrate their inability to make contact with the course instructor. I recommend that you use email and copy yourself if you should find yourself in a position where you have a university excused absence that requires an accommodation so that you have documentation of your attempt to contact me. Excused absences with assignments that are turned in late may require you to take an incomplete in the course so that you can make up the missed work.

Specific university policies relevant to absences and missed work are found at [Auburn University Policies about Absences and Missed Work](http://www.auburn.edu/student_info/student_policies/).

*Attendance*: Attendance is strongly recommended. This course is demanding. Attendance at class will provide you with valuable information needed to perform well on formal assignments.

*Accommodations*: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. 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).

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. 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).

The University Honesty Code and the University Policies (see above website) pertaining to cheating will apply to this class.

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 practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**9. Justification for Graduate Credit:**

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply. This course is designed to assist students in developing skills specific to their profession. Not only will students learn to administer and interpret the most commonly used measure of adult intelligence assessment and a commonly used measure of achievement, they will complete a series of reading assignments and discussions to facilitate critical thinking about assessment research and application. Finally, students will develop skills necessary to communicate assessment findings to other professionals. **Only students enrolled in the Ph.D. programs in the COUN department at Auburn University are allowed to enroll in this course.**