**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 8210 (Adult Appraisal)**

**Corequisites: None**

**2. Spring, 2020; Wednesdays 1:00pm to 3:50pm, Haley 1218**

**Instructor: Brian McCabe**

**TA: JB Mitchell, Kat Cler**

**Office Hours: by appointment Haley 2052**

**Office Phone: 334-844-7686**

**Office Email: bem0040@auburn.edu**

**Date Syllabus Prepared: Jan.6, 2020**

**3. Required Texts:**

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 required 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. Student Learning Outcomes/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**

2. 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**

| **Date** | **Topics** | **Readings\*/Assignments** |
| --- | --- | --- |
| **Module 1: IQ Intro** | | |
| **Week 1 Jan 8** | Introduction to Introduction to Intellectual Assessment of Adults. Purposes of Written Psychological Reports (WAIS IV). Reason for Referral. Review LRC procedures, video recording, and testing room use | Lichtenberger & Kaufman Ch.1 |
| **Week 2 Jan 15** | **WAIS-IV** administration skills  Tests Administered and Test Results, Interpretation of Test results. | Lichtenberger & Kaufman Ch.2-3 |
| **Week 3 Jan 22** | Structure andPurposes ofPsychological Reports: Background Information,  Behavioral Observations, Recommendations | Lichtenberger & Kaufman Ch.4-5, 10  Schneider Ch.1,4,5  **Begin to Schedule with TA for assessments** |
| **Module 2: Assessing Memory** | | |
| **Week 4 Jan 29** | Theoretical foundations for assessment of memory and dementia | Lichtenberger & Kaufman Ch.7  See Canvas |
| **Week 5 Feb 5** | Instruments for assessment of memory and dementia | Schneider Ch.6-7,9  See canvas |
| **Week 6 Feb 12** | Community Presentation  *Central Alabama VA* | **Community Report #1 Due**  See Canvas and Schneider Ch.12 for example reports |

|  |  |  |
| --- | --- | --- |
| **Module 3: Learning Disabilities** | | |
| **Week 7 Feb 19** | Theoretical foundations for assessment of Learning Disabilities | **TA Report #1 Due**  Lichtenberger & Kaufman Ch.6  See canvas |
| **Week 8 Feb 26** | Instruments for assessment of Learning Disabilities | See canvas |
| **Week 9 Mar 4** | Community Presentation  *Mary Anne from Columbus State* | **Community Report #2 Due** |
| **Week 10 Mar 11** | ***Spring Break: No Class*** | |
| **Module 4: ADHD** | | |
| **Week 11 Mar 18** | Theoretical foundations for assessment of ADHD | Lichtenberger & Kaufman Ch.8  See canvas |
| **Week 12 Mar 25** | Instruments for assessment of ADHD | See canvas |
| **Week 13 Apr 1** | **Individual meetings as needed** |  |
| **Week 14 Apr 8** | Community Presentation  *Columbus State* | **Community Report #3 Due** |
| **Module 5: IQ in Practice** | | |
| **Week 15 Apr 15** | **IQ issues in practice** | **TA Report #2 Due**  Lichtenberger & Kaufman Ch.7-9  See canvas |
| **Week 16 Apr 22** | **IQ issues in practice** | See canvas |
| **Finals Apr 29** |  | **Client Report #3 due** |

\*Additional assigned readings will be posted in Canvas.

**7. Course Requirements/Evaluation:**

* **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

Community Administration Reports

Memory Report 10

Learning Disability 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.

1. 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 instruments to others and to pass this course. A schedule of TA availability will be distributed.
2. 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 should be video-recorded. You should use a room in Haley Center for this purpose.

***Community Reports***: You will complete a total of 3 reports using de-identified data from community partners. Interns from the partner sites 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: Memory, Learning disability, 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** will be checked out from the LRC. 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.
* **WAIS-IV Competency 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. 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 protocols and remove identifiable information (blackout or whiteout the name and other identifiers). Instead of including actual names, please assign all of your volunteers an alias. 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). Video files will be saved placed on Box. 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 of Brian 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. Please consult the attendance policy below.

1. **Class Policy Statements:**

**Late policy**: I do not accept late papers or reports. Your paper is due by time and date it is assigned on this syllabus and in Canvas. 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

1. **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.**