Course Syllabus
Psychology 6100 - Intellectual Assessment and Psych 6101– IQ Lab
Fall 2014

Instructor: James O. Rust, Ph.D. Class Time: TR 11:20-12:45, Lab TR 1:15-2:10
Office: Jones 207 Office Hours: MWF 2:15-4 p.m. or by appointment
Graduate Assistant: Claire Swagler
Office: Jonness 207 Office Hours: MWF 2:15-4 p.m. or by appointment
T-TH 4:15-5:30 p.m. (Note: It is wise to check by phone before arriving unannounced. Telephone: 898-2319
Email: jorust@mtsu.edu

Liability Insurance Is Required. Remain engaged in class. Turn off electronic devises. Remind me to do the same.

Course Texts
Test protocols (record forms)-- available at the KUC Bookstore

Overview of Course
This course is designed to cover the administration, scoring, and interpretation of commonly used measures of intellectual functioning. It is commonly recognized that development, utilization, and evaluation of assessment tools and procedures is a hallmark of the field of psychology. The skills you will acquire through this course will provide you with a solid foundation in these areas of assessment of cognitive functioning, a foundation upon which your subsequent clinical experience and expertise can be established.

It also should be clearly stated here that you will be required to put in much out of class time for this course. Because the nature of psychological testing requires quick acquisition of skills and prompt turn around time for reporting findings and making recommendations, this format also will be utilized for this class, meaning that excellent time management and organization skills are a must.

Course Objectives (Links to NASP domains of Standard II)
Students in this course will learn:
1. To demonstrate knowledge of the empirical basis of intelligence testing and the development of current testing practices. (2.1)
2. To demonstrate knowledge about the ethical and legal uses of intelligence tests and the technical adequacies (and inadequacies) of such tests. (2.1)
4. To achieve minimum competency in administration, scoring, interpreting, and reporting of individual intelligence tests. This competency includes accurately and effectively (2.1):
   a. establishing rapport with examinees
   b. preparing before testing
   c. handling testing materials
   d. following test instructions and administration guidelines
   e. timing tests
   f. scoring tests
   g. evaluating examinee’s strengths and weaknesses
   h. communicating test findings
i. making recommendations based on findings
j. following timelines promptly
k. accepting both positive and constructive feedback
l. developing an appreciation of ethnic and cultural group and individual differences

**Course Requirements**

1. Class attendance is mandatory. Excused absences may be allowed in extreme circumstances and will be considered on a case-by-case basis by the instructor. If a Lab is missed, you must administer an additional test and submit the protocol within one week of the missed Lab.

2. All students must participate as an examinee of an appropriate test. Students who have been administered a standardized IQ test within the last 12 months may be exempt from this requirement – see Dr. Rust.

3. Six instruments will be covered in class: *(NASP standard 2.1 addressed)*
   - Wechsler Adult Intelligence Scale - 3rd Ed. (WAIS-IV)
   - Kaufman Assessment Battery for Children-II (KABC-II)
   - Wechsler Intelligence Scale for Children – 5th Ed. (WISC-V)
   - Wechsler Preschool and Primary Scale of Intelligence - 3rd ed. (WPPSI-IV)
   - Stanford-Binet, Fifth Edition (SB-V)
   - Woodcock Johnson-Cognitive Battery IV (WJ-IV)

4. You must achieve **competency.** *(NASP 2.1 assessed)* Achieving competency means that for each measure you must:
   - Administer each test during lab while our graduate assistant and/or instructor observe your administration and provide feedback. Be sure to bring your complete testing kits and blank protocols to lab.
   - Observe an administration of the test on video. Score it as if you had administered it, and bring the **scored** protocol to class.
   - Administer a minimum of three of the WAIS-IV, WISC-V, SB-5, and the WJ Cog IV. You must earn a 90% or above on two **consecutive** protocols to be judged competent for each test. Be sure to number the test protocols (e.g., P1, P2, P3...) for each instrument. Turn in each scored protocol, CD or audiotape, appropriate critique form, and the signed consent form together in a clasped envelope. No consent form, no critique, no CD or audiotape, no credit for the protocol. These 3 tests are particularly emphasized.
   - Administer 1 of the KABC-II, the RIAS, and the WPPSI-IV. You must earn a 90% or above on two protocols among these 3 to be judged competent. Turn in each scored protocol, CD or audiotape, appropriate critique form, and the signed consent form together in a clasped envelope. These tests are not emphasized in the class as much as the others that are listed above.
   - Make a recording of **all** administrations of every test. Clearly label each recording with the instrument name and corresponding protocol number. Turn in each recording with the corresponding protocol and a completed General Test Administration Practices checklist on page 188 of your text.
   - Listen to the recording of your first administration of each instrument and critique your administration using the critique forms that are in the text or provided in the class Web site. Turn in a detailed critique with your first test protocol and consent form in a manila envelope. Use the general critique form on page 188 of the text to evaluate all of your additional tests.
   - Make a video recording of your administration of the WJ-IV or the WISC-V test during the semester. You do not have to audiotape the administration that you videotape. Mounted video
cameras are available for this use in the Jones 238 lab. You may conduct your videotaped administration in the Jones Hall 238 lab, or you may do it on your own with your own camera, but you cannot take the video cameras from Jones out of the lab. Watch and critique the videotape, and turn it in with the video, protocol, and consent (in a manila envelope).

♦ Conduct a client feedback session with the instructor for the administration of each instrument for which you have written a report (these may be done during some Lab days).
♦ Write a report for one administration of each instrument. Students will be required to turn in “version 1,” get feedback from Dr. Rust, then revise the report and turn in “version 2,” which will be graded. The reports must earn a grade of “B” or better.

* This syllabus is carefully matched with Dr. Ujcich Ward’s class.

5. Scoring of protocols (NASP mandated published scoring rubrix; NASP 2.1 standard assessed).
   ♦ The following types of errors will result in 5 point deductions from your protocols (for each occurrence or 1 point for each occurrence, if you note the error(s) with a sticky note):
     - Incomplete recording of subject’s response or examiner’s questions (i.e., queries)
     - Difficult to read
     - Unnecessary questions asked (e.g., queries done unnecessarily)
     - Improper questions asked (e.g., inappropriate wording of queries, prompts, etc.)
     - Items given unnecessarily
     - Figures not drawn in correct place
     - Failure to complete all protocol “parts” (e.g., behavioral observations, profile charts)
   ♦ The following errors will result in 10 point deductions for each occurrence:
     - Inaccurate application of scoring criteria; scored item incorrectly
     - Ambiguous responses not questioned (i.e., queries not done that should have been)*
     - *5 points for each occurrence, if you note the error(s) with a sticky note
   ♦ The following errors will result in failure (69%) of the protocol:
     - Inaccuracy of calculations (e.g., date of birth, subtest totals, any scores)
     - Inaccuracy in transfer of data
     - Inaccuracy in conversion of any score (e.g., from raw to standard scores; to age-equivalent standard scores, etc.)
     - All appropriate items not administered (e.g., discontinued subtest too soon; correct subtests not administered)*
     - *If you discover a failing error before turning in a protocol, it is better to delay turning in your protocol and taking a late penalty than accepting a failing grade.

6. Because time is so important in the area of psychological testing, grades will reflect lack of consideration for deadlines. Thus, ten points will automatically be lost if protocols or reports are turned in late. Fifteen points will be lost, per assignment, if it is turned in more than one week late. No assignment will be accepted after 10 days past the due date.

7. Quizzes and Exams: (NASP 2.1 assessment and attainment goals are met here.)
There will be a short quiz on the manual for each instrument covered. These are indicated “Quiz” on your LAB and Exam schedules (NASP 2.1).

There will be 5 unit exams throughout the semester, covering the readings from Sattler, the current instrument being covered, handouts, and material from class. These exams are indicated on the CLASS schedule as “Exam.”

There will be a comprehensive final covering Sattler material, class discussions, and the applied work from the semester (i.e., the testing instruments, class notes, but not test manuals).

**Grading**

Your grades earned in these classes (Class and Lab) will be based on the following weighting assignments:

**Class Grade:**

- Protocols: 30%
- Reports: 20%
- Unit Exams: 30%
- Final Exam: 20%

**Lab Grade:**

- Video reviews (NASP 2.1 assessment and attainment goals are met here.): P/F
- Protocol critiques (NASP 2.1 and 2.11 assessment and attainment goals are met here.): P/F
- Manual Quizzes (NASP 2.1 assessment and attainment goals are met here.): 50%
- Feedback Sessions (NASP 2.4, 2.5 assessment and attainment goals are met here.): 50%
- Lab grades (NASP 2.1 assessment and attainment goals are met here.): P/F

Grades assigned according to the following scale: (NASP attainment goals are met here.)

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<td>B+</td>
<td>(810-849)</td>
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<td>B-</td>
<td>(750-789)</td>
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<td>C</td>
<td>(720-748)</td>
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<td>D</td>
<td>(650-689)</td>
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A- (850-899) 87  
B (790-809) 80  
C+ (720-749) 73  
C- (690-719) 70  
F (below 650) numerical grades below 650

**No incompletes will be given.**

**Additional Information**

1. *It is expected that each of you will abide by the University’s Code of Conduct regarding Academic Honesty.*

2. Testing kits are to be checked out from and returned to the graduate assistant in the testing closet in the Psychology Department, Room 204 in Jones. It is your responsibility to keep the kits in good working order and to return them in good condition. **Do not mark in the manuals.** Test kits are to be turned in prior to class on the assigned date. You cannot check out more than 2 testing kits at one time. Please be respectful of other students who also need to utilize the testing equipment.

3. You are responsible for finding individuals to test. Ethical principles must be adhered to at all times and will be discussed in detail in class. Because of dual relationships, do not test
first degree relatives. All participants (and parents for minor children) will be required to sign a consent form to participate prior to testing. A sample consent form will be provided in class. Use fake names on protocols and all reports.

4. Reasonable Accommodations for Students with Disabilities: Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website www.mtsu.edu/dac and/or contact the DAC for assistance at 615-898-2783 or dacemail@mtsu.edu
SCHEDULE:

**August**
26 CLASS: Course Overview; Welcome to the WAIS-IV
TO DO: Schedule IQ administration with our GA; bring a blank protocol to the testing session

28 CLASS: Introduction to the WAIS-IV
READ: WAIS-V Manuals; D2L notes on WAIS-IV Chapter 1 in Sattler
Complete: Video observation protocol of WAIS-IV with Samantha

**September**
1 University Closed-Labor Day
2 CLASS: Interpretation and Report Writing
READ: BP 6 Vol 1 chapter 28 Best Practices in Report Writing and Sattler chapter 19
DUE: Protocol 1 (P1); WAIS-IV Critique (ask me for it)

4 CLASS: Mental status exam
READ: D2L notes on the WAIS-IV.
(September 9 is the last day to drop without a grade)

9 CLASS: Ethical Issues
READ: Sattler chapter 3
DUE: P2, Report 1 (R1) (Use critique on page 188 of your text.)

11 EXAM: WAIS-IV and readings as assigned and posted.
INSTRUMENTS: WAIS-IV in and WPPSI-IV out
DUE: P3

Note: (Speak with GA and Dr. Rust about your time table for extra protocols)

16 CLASS: Introduction to the WPPSI-IV / KABC-II
READ: WPPSI-IV (K-ABC-II) Manuals and Web materials (Sattler 682-684)
DUE: WAIS-IV final revision of your report.
Complete: WPPSI-IV Video observation protocol

18 CLASS: KABC-II
READ: 682-684
Complete: Video protocol of KABC-II

23 CLASS: Diversity Issues in Assessment
READ: Sattler chapter 5
DUE: P1; WPPSI-IV or K-ABC-II critique from Dr. Rust
Note: Turn in at least 1 WPPSI-IV and 1 KABC-II

25 CLASS: Reynolds Intellectual Assessment Scale (ages 3-94)
READ: D2L material on Reynolds Intellectual Assessment Scale

30 CLASS: Issues in testing children
READ: Sattler chapter 6
DUE: P2 (Use critique page 188 of your text.) and R-1.
EXAM: WPPSI-IV, KABC, and Reynolds and Sattler Chaps 5, 6, Web materials, 19, pages 682-684
DUE: P3; (Use critique on page 188 of your text.)
INSTRUMENTS: WPPSI-IV in; SB-V out

DUE: R1-revised version from WPPSI-IV/KABC-II/Reynolds
CLASS: Introduction to the SB-V
READ: SB-V Manual; Sattler pp 697-700. Video Observation Protocol – Administration of the SB-V with Casey testing Amanda, Age 11-11, H10177a

October 10th is the last day to drop with a grade of “W.”

CLASS: SB concepts using handouts and Sattler chapter 16.
Study: SB and notes
Complete: Video observation protocols

Fall Break-No Classes

CLASS: Assessing exceptionalities including mental retardation and giftedness
READ: Chap 16 in Sattler and D2L notes
DUE: P1:

CLASS: Development and Measurement of Intelligence
READ: Sattler chap 8
DUE: R1

CLASS: Challenges in Assessing Children Stats and measurement issues
READ: Sattler chap 2
DUE: P2 (Use critique from D2L.)

EXAM: SB and Chaps 2, 8, and 16 in Sattler
DUE: P3; SB report, R-revised version; (Use critique on page 188 of your text.)
INSTRUMENTS: SB-V in WJ Cog out

CLASS: Introduction to the WJ-Cog
READ: WJ Manuals; D2L notes

November 4
CLASS: Interpretation of WJ
READ: D2L notes on WJ
DUE: P1

Midsouth School Psychology conference in Chattanooga; attend sessions on WJ and WISC-V
CLASS: WJ cont’d.

CLASS: Stats and measurement, history
READ: Sattler 4, 7
DUE: P2. and R-1.
13  **EXAM:** WJ and Sattler chaps 4 and 7, and notes from this term.  
**DUE:** P3; Revised version; (Use critique on page 188 of your text.)

18  **DUE:** R1 revised report from WJ  
**INSTRUMENTS:** WJ in and WISC-V out  
**CLASS:** Introduce WISC-V  
**READ:** WISC-V Manual  
**COMPLETE:** WISC-IV study material on D2L

20  **CLASS:** Interpretation of WISC-V  
**READ:**  
**DUE:**  
P1; WISC-V Critique

25  **CLASS:** Assessment of Achievement and Behavior Disorders  
**READ:** Sattler 12-13; Class wrap; Notes  
**DUE:** P2; and R1, (only chance for this report)

27  Thanksgiving

**December**

2  **EXAM:** WISC-V.  
**DUE:** Integrative report (only chance for this report) and P3.  

**INSTRUMENTS:** All in. You must get an “all clear” slip from your text closet-GA.  
**Integrative report due today.**

4  **STUDY DAY-NO CLASS**

9  Comprehensive Final Exam; covers all class discussions, handouts, and all of Sattler  
**FINAL EXAM, 10:30-12:30**

13  **GRADUATION**
## Lab Schedule: 6101 Fall 2014

### August
- **26**  Watch WAIS-V video tape
- **28**  WAIS-V Practice Administration

### Sept.
- **1**  Labor Day - University closed
- **2**  Practice Administration
- **4**  Practice Administration
- **9**  WAIS-V Feedback
- **11**  WAIS-V Manual Quiz and Exam
- **16**  KABC-II/ WPPSI-IV, Video
- **18**  Practice Administration, WPPSI-IV
- **23**  Practice Administration, KABC-II
- **25**  Practice Administration, Reynolds
- **30**  WAIS-IV/KABC-II/Reynolds Feedback

### Oct.
- **2**  WAIS-IV/KABC-II/Reynolds Manual Quiz and WAIS-IV/KABC-II/Reynolds Exam
- **7**  SB-V Video
- **9**  Practice Administration SB-V
- **14**  Fall Break
- **16**  Practice Administration, SB-V
- **21**  Practice Administration, SB-V
- **23**  Feedback Sessions
- **28**  SB-V Manual Quiz and WJ Exam
- **30**  Video, WJ-IV

### Nov.
- **4**  WJ-IV Practice Session
- **6**  WJ-IV Practice Session
- **11**  WJ-IV Feedback Sessions
- **13**  WJ-IV Manual Quiz and Exam
- **18**  WISC-V Video
- **20**  WISC-V Practice Sessions Administration
- **25**  WISC-V Feedback Sessions
- **27**  Thanksgiving no classes

### Dec.
- **2**  WISC-V Manual Quiz and Exam
- **9**  Final Exam
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<tr>
<td>Arrange with GA to take IQ test</td>
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<tr>
<td>Wechsler Adult Intelligence Scale IV (WAIS-IV)</td>
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<td>COMPREHENSIVE FINAL EXAM</td>
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*Choose only one protocol to videorecord **You must receive two 90% scores on two consecutive protocols for each instrument in order to achieve competency. See Dr. Rust if you need to complete additional protocols to meet this requirement
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FINAL EXAM ________________

I understand that I must obtain written permission from the examinee (or parent for those under 18) prior to testing and that I cannot give ANY feedback on test scores. I understand the syllabus. Signed:__________________________ Dated:_____________________

Psychology 6100 Grades  Your preferred Email: ____________________________  Your MTSU E-mail ____________________________

Name: ____________________________  M# ____________________________  Phone: ____________________________
Address: ____________________________  Semester: ____________________________
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MEMORANDUM

TO: Volunteer Examinees or Their Parents
FROM: James Rust, Middle Tennessee State University
RE: Permission to administer an IQ test and to use your tape (or the tape of your child) for instructional purposes only.

DATE: ________________________________

I, ____________________________________________, permit the MTSU Psychology Department to use the assessment tape that was made of either me or my child for instructional purposes. I understand that no feedback can be given by the student examiner because the assessment is for practice and thus for instructional purposes only.

Signed: ____________________________________________

Date: ____________________________________________

Phone: ____________________________________________

We would like to emphasize our thanks for your allowing this exercise to help our student examiner complete a homework assignment.