Description of Course:
This course as described in the catalog is a supervised experience in the administration and interpretation of instruments and practices used in the assessment of intellectual abilities and learning problems in educational or clinical settings.

Course Objectives:
1. To train students in administering, scoring, and interpreting child and adult cognitive tests, with a primary focus on the Wechsler Adult Intelligence Scale-4th Edition (WAIS-IV) and the Wechsler Intelligence Scale for Children-4th Edition (WISC-IV).
2. To train students in report writing, including increasing competency in making recommendations.
3. To provide students will the opportunity to complete supervised practical experiences in intellectual assessment within the department’s Psychology Training Clinic.
4. To provide students with basic interviewing skills as well as skills to provide feedback to clients regarding assessment results.

Course Co-requisite: PSY 560

Required Texts:


Course Materials:
For this course, students will need a stopwatch (preferably non-beeping) and a clipboard for test administrations. A stopwatch on your cell phone is NOT an acceptable alternative.

Course Requirements:
This course is very time consuming due to the numerous course requirements and time needed
outside of class for test administration and scoring. It is best to schedule (keep free) blocks of
time for test administrations (e.g., 3-hour segments of time, such as Monday afternoons or
Friday mornings).

1. All students will administer a minimum of 4 WAIS-IVs and 4 WISC-IVs. Because it is
   crucial that students become competent in administering these measures, it may be
   necessary for students to administer additional tests to demonstrate competency.
   Competency is demonstrated by obtaining a passing grade on the protocol, written report,
   and test administration. It is the instructor’s discretion as to whether all or parts of a test
   administration, protocol scoring, and written report need to be repeated.

   Testing Sequence for the WISC-IV and WAIS-IV (Steps are repeated for each test)
   Step/Administration #1: Students should pair up and practice administering the first
test to each other. Although administration and scoring procedures will be
demonstrated in class, it’s still challenging to correctly administer and score
the test having seen it demonstrated only once. Thus, it is up to you and your
partner to figure out correct administration and scoring procedures by reading
the manual to answer any questions. If you still are unsure, then you should
definitely ask a TA or an instructor. This administration and the protocol are
not graded; no report will be required either.

   Step/Administration #2: Students will administer the test to one of the teaching
assistants. The TA will complete an observation critique. This administration
serves as a check for minimal competency in administration, recording, and
scoring. Even though the administration is “graded” pass/fail, students should
treat this seriously because all students must pass this check before they will
be allowed to move on to the next step. If students demonstrate one or more
major administration errors or multiple minor errors, the student must redo all
or parts of the administration (at a later point in time) until minimum
competency is exhibited. While the test administration is not given a grade
(points), your scoring of the protocol will be graded. A report will be
expected for feedback purposes, but the report will not be graded (i.e., not
given points).

   Step/Administration #3: Administer the test to a volunteer participant. This test
administration will be videotaped and observed by the TA. The test
administration, protocol scoring, and written report will be submitted for
feedback and grading.

   Step/Administration #4: Final Competency Check. Administer the test to a volunteer
participant. This test administration will be videotaped and observed by one of
the course instructors. Everything (administration, protocol, & report) will be
graded. Competency is expected. It is possible that a student may need to
redo or complete an additional assessment before overall competency is
established. Although additional opportunities may be required for exhibiting
competency, the scores originally received during the competency check are
not changed. A student cannot pass the class until they have been deemed
competent on both instruments.

2. As already noted, all students will be required to write a report for test administrations 2,
   3, & 4. The first report on each test (administration #2) will not be graded. It will be
   checked for accuracy and to provide students feedback. Graded reports will be written for
each of the remaining tests administered (2 WAIS-IV, 2 WISC-IV). Throughout graduate
school and your career, you will notice that different psychologists have different style preferences related to report writing. Rather than being indignant about the different styles (and demands), you should acknowledge differences will exist and take advantage of such opportunities by incorporating aspects you like about different styles into your own report-writing style. For “fairness” purposes, Dr. Brausch and Dr. O’Connor will each review and grade a report from each student (e.g., Dr. Brausch will review half of the students’ WISC-IV reports and the other half of the students’ WAIS-IV reports and vice versa for Dr. O’Connor).

3. Because this course provides students with practical experiences in cognitive assessment, each student is expected to act in a professional, ethical manner. Poor judgment, poor acceptance of professional responsibility, and/or unethical behavior will result in the loss of professional conduct points. Each student begins the class with 100 points in this area. Major transgressions can result in substantial point loss which can lower grades, can result in poor progress evaluations, or can result in dismissal from the program. Any loss of points will be discussed with individuals in order to prevent further transgressions. Unprofessional behavior which will result in point loss include: late assignments, displaying inappropriate behaviors with clients, lack of follow-through (not notifying instructor or TA of appointment changes), unethical conduct, and failure to be professional in interactions with classmates (not turning in or sharing testing kits).

4. Attendance is the responsibility of the student. In graduate course work, the pace is quite fast, and attendance is essential to master the material. Attendance is expected for class, appointments with clients, and appointments with classmates, instructors, or teaching assistants. Attendance will be taken during every class. We understand that unexpected things happen which prevents students from attending class. Every unexcused absence will result in a 5-point loss off of your final point total. It is up to the discretion of the instructor if an absence is excused or not. Documentation may be required for an absence to be considered as being excused. If you know that you will be missing class, notify your instructor in advance and, if possible, turn in necessary work before you leave. Afterward, obtain the notes for the missed class from a classmate. The instructor will not provide you with the missed material.

5. Lateness—Being late to class is unacceptable. You should be in your seat and ready to begin class at the scheduled time. Not only is lateness disrespectful to others in the class, but it also disrupts the learning process in class. Keep in mind that this may also cause you to miss important announcements and information.

Course Grades
Grades for this course are based on the following distribution:

- Scored Protocols (3 WAIS-IV, 3 WISC-IV) = 300 possible points
- Administration Checkout by TA (1 WAIS-IV, 1 WISC-IV) = 150 possible points
- Final Competency Checkout by Instructor (1 WAIS-IV, 1 WISC-IV) = 200 possible points
- First Graded Written Reports (1 WAIS-IV, 1 WISC-IV) = 80 possible points
- Second Graded Written Reports (1 WAIS-IV, 1 WISC-IV) = 120 possible points
- Professional Conduct Points = 100 possible points

**Total Possible Points Available: 950 points**

The following standard will be used for assigning grades:

- 90-100% = A
- 70-79% = C
- Below 60% = F
- 80-89% = B
- 60-69% = D
If you feel that your grade on a particular assignment should be higher, your justification should be submitted to the instructor in writing. Your justification will be reviewed and a decision will be made as to whether or not your grade should be adjusted.

**Student Accommodations**

If a student feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with the student and the Office for Student Disability Services, DUC, Room A-200, telephone: (270) 745-5004 to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

**Additional Information**

**Academic Dishonesty**

Students are expected to complete their own work. As stated in the university catalog, “students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal.” In other words, do your own work and do not cheat. This includes faking or modifying test administration responses to better match the manual’s scoring criteria. The psychology faculty consider academic dishonesty an ethical matter. As a reminder, you should know that students can be dismissed from the program for unethical behavior.

**Late Assignments**

As stated earlier in the syllabus, late assignments are unacceptable. It can be considered unprofessional to be late for/with things in the real world. In schools, there are federal regulations for getting evaluations and reports completed. Violations of those timelines can result in serious consequences for the school district. Any assignment not turned in by the designated date will result in a 3 point per day deduction from your professional conduct points. So, plan accordingly and get assignments done ahead of time. VOLUNTEER PARTICIPANTS WILL FREQUENTLY MISS (SIMPLY NOT SHOW UP FOR) SCHEDULED APPOINTMENTS. Thus, you do not want to wait until just before due dates to schedule test administrations. If a client is a “no-show,” it is your responsibility to schedule another client and complete the assignment before the deadline.

**Correspondence**

We are usually in our offices if not in another class or at some other appointment or meeting. Thus, feel free to stop in whenever our doors are open. You may also correspond with us via phone (feel free to leave a voice mail message) or email. If the instructor should need to contact a student individually, the instructor will use the student’s WKU email address and/or leave a note in the student’s department mailbox. You should check your WKU email account and graduate department mailbox daily (M-F).

**Expectations of Students**

Desired student behavior: makes an effort to really learn the information, attends every class, is punctual, participates, turns off cell phone each class period, listens, asks questions, conducts self in a professional manner, completes readings before each class, and is respectful of others.

Undesirable student behavior: shows little effort to learn or only does the bare minimum to
pass, turns in assignments late, always has an excuse for shortcomings (i.e., not taking personal responsibility for own actions and learning), late to class, leaves class early, talks while instructor is talking, passes notes, disrespectful, sleeps during class, does not complete readings, conducts self in an unprofessional manner, leaves cell phone on, and reads/sends text messages during class.

**Additional Grading Information**

Protocol grading will be graded for accuracy, completeness, and behavioral observations. Legibility is a must. A valid administration for the purpose of passing the test will have no more than 1 major error. One to three points will be deducted for each error.

Below is a list of possible sample errors for test administration and protocol completion. Please note that this list is not exhaustive; these are *examples* of common errors. Each instructor reserves the right to use his/her judgment as to the extent of points taken off for scoring errors. For example, a very simple or innocent mistake might result in a drastic score difference for a client. Such careless mistakes might appear to be disproportionately “punished,” but such mistakes simply cannot be made or allowed. There's too much at stake in our profession…

**.5 errors**
- Not putting “/ (points credited for below basal)”
- Filling in a score to give credit to items below the basal when not administered.
- Scoring errors that involve judgment (but difficult to make a clear scoring decision)

**1 point errors (judgment)**
- Querying when a clear or adequate answer is given.
- Giving verbal or nonverbal cues as to when an answer is correct or incorrect.
- Switching questions/incorrect sequence of questions within a subtest.
- Scoring errors that involve judgment but would reasonably be scored differently.
- Failure to mark significance.
- Filled in chart but did so incorrectly

**2 point errors**
- Not querying when required.
- Starting/stopping at wrong points when scoring not affected.
- Not having all the necessary materials easily available.
- Not filling in answers/scores
- Failed to plot scores

**3-5 point errors (Major)**
- Computing age incorrectly.
- Addition errors.
- Errors determining scores from tables.
- Leaving out or modifying directions.
- Scoring errors when the correct answer is directly in the manual.
- Failure to reverse.
- Started/stopped incorrectly which affected scoring

Reports will be graded on clarity, completeness, correctness, succinctness, and usefulness. Errors in factual information, spelling, and punctuations cannot be tolerated, and such errors will result in major point loss. Please proofread reports before they are submitted. (We recommend letting the
report “sit” overnight and proofread it again the next day. You’re much more likely to catch your
own errors that way.) Specific grading criteria will be given in an additional handout later in the
semester. All reports and checked protocols have to be submitted by the due date by 4:30 p.m. to
avoid a point loss. No exceptions. Students should turn in completed protocols and reports before
the scheduled due dates. Completed protocols and reports turned in at least one week before
the scheduled due dates will receive a bonus of 3 points. Late assignments and reports will
result in loss of professional conduct points (3 points per day or per weekend day).

**General Guidelines for Administration of Tests**

1. Try to test an equal number of males and females; other diversity characteristics are
desirable as well.

2. All examinees must be volunteers. Other than your fellow students, do not practice on
people that you know. Do not use your spouses, friends, or your own children (or children
of friends or neighbors) for test subjects, as it would be viewed as a dual relationship,
which is unethical. Before testing anyone under the age of 18, written parent consent must
be obtained.

3. No persons, except you, the course instructor, and the graduate assistants, are to know the
score of any examinee. Parents and examinees must be told beforehand that the tests
results will not be disclosed to them. Even general comments, such as “she’s doing well,”
should be avoided. Tell the parent (or examinee) that you are simply learning how to
administer the test and are not sure how reliable the results will be. You can also
emphasize to examinees that the session will be interesting and challenging, and a learning
experience. Parents often appreciate the fact that the test will be a pleasant and positive
learning experience for their child.

4. Students are also not to make recommendations for psychological or medical treatment to
the examinee (or parents) on the basis of your evaluation. (Students will of course make
such recommendations in your written report to the course instructor). If students have
difficulty in coping with an anxious parent or examinee who is pressing for advice, consult
with a course instructor.

5. All testing will take place in the Psychology Training Clinic under the supervision of the
教学 assistant or a course instructor, unless an alternate location is first approved by
the instructor. This means that testing must be done when the clinic is open and clinical or
school faculty are present, unless you have made arrangements with your instructor prior
to testing. Students are responsible for ensuring testing materials are available, reserving a
clinic testing room, and posting appointments in the clinic appointment books. In addition,
all testing must be done with a teaching assistant or the instructor being on site. This is to
protect students and to provide appropriate supervision.

6. Because clients may cancel, forget, or not show for appointments, it is highly
recommended to schedule clients for test administrations well ahead of due dates. All due
dates are posted. Procrastination may result in a late administration, and procrastination
on your part does not constitute an emergency on our part.

7. **ALL MATERIAL YOU OBTAIN FROM YOUR EXAMINEE IS CONFIDENTIAL.**
Do not discuss the examinee or any of the test results outside of class with other
individuals, even if you are not mentioning names.

8. Even though you are practicing administering cognitive tests, it is important for you to also
practice being a professional. Therefore, you should consider these practice sessions as
“the real deal.” This means that you should dress professionally for your test
administrations. Professional dress for men includes slacks with a collared shirt (a tie is
recommended but not required). Professional dress for females includes dress pants with a
nice blouse (avoid low cut cleavage), suit, or skirt (watch the length—not too short.) Jeans,
shorts, t-shirts, and flip-flops are unacceptable for either male or female students.
Remember, first impressions are important, and you want people to treat you
professionally.
9. As you will learn in class for ethical reasons, you must ensure that you do not leave test materials unattended or practice administering tests in public places. You should conceal test materials at all times. Failure to do so may result in a deduction of professional conduct points. You will also be financially responsible for a loss of test materials.

Reports and Other Guidelines

1. All reports should be typewritten in dark print and initial drafts double-spaced. Corrected copies should be single-spaced.
2. Follow the outline used in the models provided for report writing.
3. Carefully proofread each report before submitting it. If you notice a few mistakes just before turning it in, neat and legible corrections by pencil or pen are acceptable on initial draft(s).
4. Dates for submitting reports are on the class schedule.
5. Keep reports and test materials in a safe place.

Reminder: It is considered unethical to “fake” a test or any part thereof, use another student’s test (to copy participant responses), or modify a participant’s answers to make scoring easier. Such behavior may result in dismissal from the class and a grade assignment of “F.” This could also result in a dismissal from the program.

It is hoped that students take this statement of procedures as a positive challenge and recognize the high level of social and ethical responsibility that one is assuming in this area of professional preparation.
## COURSE SCHEDULE

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<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<td>8/26</td>
<td>Intro to class, terminology, standardized procedures</td>
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<tr>
<td>8/28</td>
<td>Introduction to testing; clinic procedures</td>
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<td>9/2</td>
<td>No Class – Labor Day</td>
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<td>9/4</td>
<td>WISC-IV Demonstration/practice</td>
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<td>WISC-IV Practice Administration</td>
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<td>WISC-IV Administration #1</td>
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<td>9/18</td>
<td>WISC-IV Scoring Practice/Challenges</td>
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<td>9/23</td>
<td>WISC-IV Interpretation</td>
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<td>9/25</td>
<td>Basic Report Writing</td>
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<td>9/30</td>
<td>Basic Report Writing</td>
<td>(WISC-IV administration #2)</td>
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<td>Writing meaningful reports</td>
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<td>10/7</td>
<td>Providing feedback to parents</td>
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<td>WISC-IV Troubleshooting</td>
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<td>WISC-IV Wrap-up</td>
<td>WISC-IV protocol, report #3 (+ video)</td>
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* Please note that all administrations, scored protocols, and reports are due by 4:30 p.m. on the scheduled days. This is a tentative schedule, which may be modified by the instructor(s) for reasons such as student acquisition of the material, conferences, etc.

** You must keep all test protocols and reports from this course. You will need to turn them in to the instructors at the end of the semester.

( ) Items in parentheses are suggested deadlines for completing administrations to allow for enough time to complete the protocols and reports by the due dates.