

PSY 562-001
Intellectual Assessment Practicum
Fall 2023

Instructor: Rick Grieve, Ph.D.
Office: 3028 Gary Ransdell Hall
Office Hours: MWF 8:00-9:00; R11:00-12:00 or by appointment
Phone: (270) 745-4417 (office)
(270) 781-7081 (home)
(270) 779-8255 (cell)
e-mail: rick.grieve@wku.edu
web page: <http://people.wku.edu/rick.grieve/>
Class Time: MW 3:25-4:45

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Dr. Grieve's Qualifications to Teach This Course:

Dr. Grieve received his doctoral degree in Clinical Psychology from the University of Memphis in 1996. He has been licensed as a Psychologist with Health Service Provider designation in the Commonwealth of Kentucky since 2003. He has a part-time private practice in which he does intellectual assessments on a regular basis; he regularly attends continuing education seminars on intellectual assessment.

Course Description/Prerequisites:

Prerequisite: Permission of Instructor.

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. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

Required Text:

Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V assessment*. Wiley & Sons.

Lichtenberger, E. O., Kaufman, A. S., & Kaufman, N. L. (2012). *Essentials of WAIS-IV assessment* (2nd edition). Wiley & Sons.

Course Materials

For this course, students will need a stopwatch (preferably non-beeping) and a clipboard for test administrations. Stopwatch functions that are on your cell phone or tablets are acceptable but not recommended due to the distracting nature of the devices.

Objectives of the course:

By the end of the course, students will:

1. demonstrate skills in assessing cognitive abilities by mastering the administration, scoring, and interpretation of standardized, norm-referenced intelligence tests, specifically, the Wechsler Adult Intelligence Scale (WAIS) and the Wechsler Intelligence Scale for Children (WISC);
2. display knowledge of the uses and limitations of intelligence tests with individuals from culturally and linguistically diverse populations. They will demonstrate the sensitivity and skills needed to work with individuals with diverse characteristics;
3. demonstrate the ability to interpret assessment results and to produce written reports documenting these findings by presenting their results in a clear and understandable manner;
4. demonstrate appropriate writing skills in accordance with the American Psychological Association (APA) Publication Manual; and
5. demonstrate knowledge of legal and ethical issues related to intelligence and academic skill assessment.

Evaluation: Grades for the class will be calculated from the percentage of points earned out of the 1400 possible. The following percentages of total points will be used to determine exam and semester grades: >92.5 = A, 92.49-84.5 = B, 84.49-75.5 = C, 75.45-69.5 = D, < 69.5 = F. This means that >1295 points = A, 1294-1183 points = B, 1182-1056 points = C, 1055-973 points = D, <973 points = F.

Required Activities/ Sources of Points:

- (1) **The first check out on WISC and WAIS by the TA** is worth up to 50 points each for a total of 100 points (8%).
- (2) **The final two test administrations of the WISC and WAIS** are worth up to 100 points each for a total of 400 (2 WISC and 2 WAIS administrations) points (33%).
- (3) **Two correctly scored protocols for each of the WISC and WAIS** will be worth 50 points each for a total of 200 points (17%).
- (4) **Two written reports for each of the WISC and WAIS** will be worth up to 100 points each for a total of 400 points (33%).
- (5) **Quizzes/In class work** will be worth up to 50 points (4%). These will be distributed in class. Students must be in attendance to be able to earn points for them.
- (6) A **take-home final exam** will be worth up to 50 points (4%).

IMPORTANT INFORMATION

Time Commitment: This course is very time consuming due to the lengthy amount of time it takes to administer and score cognitive tests and write reports. It is best to schedule (and keep free) blocks of time for test administrations. All students will administer the WISC-V and the WAIS-IV. Because it is crucial that students become competent on administering these measures, **it may be necessary for students to administer the tests additional times to demonstrate competency.** Competency is demonstrated by obtaining a passing grade on the test administration, protocol, and written report. 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.

Administration Sequence for the WISC-V and the WAIS-IV: The sequence outlined below is repeated for each test.

Administration #1: Students should pair up and practice administering the test to each other. Although it will be awkward, this administration must be taken seriously as it is essential practice. While we will demonstrate administration and scoring procedures in class, it is still challenging to correctly administer and score the test having only seen it demonstrated. Thus, it is up to you and your partner to determine correct administration and scoring procedures by reading the manual and textbooks. If you still are unsure, then you should ask a TA or the instructor. This practice administration and the protocol are not graded; no report will be required either.

Administration #2: Students will administer the test to one of the teaching assistants (TA). The TA will complete an observation critique. This administration serves as a check for minimal competency in administration, recording, and scoring. This administration is graded pass/fail; all students must pass this step before they will be allowed to move on to the next step. If a student demonstrates 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. No report will be required.

Administration #3: Administer the test to a volunteer participant for whom consent is given. For the WISC-V, the 7 core subtests should be administered. This test administration will be video recorded and observed by the TA. The test administration, protocol scoring, and a written report will be submitted for feedback and grading.

Administration #4: Final Competency Check. Administer the test to a volunteer participant that has given consent. For the WISC-V, the first 10 subtests should be administered. This test administration will be video recorded and observed by the TA and/or 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 can only be minimally improved; thus, it is important you put the appropriate effort into doing everything correctly the first time. Students cannot pass the class until they have been deemed competent on both IQ assessment instruments.

Report writing: All students will be required to write a report for test administrations 3 & 4. Throughout graduate school and your career, you will notice that different psychologists have different style preferences related to report writing. Thus, you should take advantage of learning from different supervisors and incorporate what they ask you to do into your report.

Attendance: You are adults and do not need my supervision. To that end, I will not take attendance during specific class

periods. Attendance is not mandatory. However, you will not be allowed to make up the missed class activities. In addition, you will be responsible for the materials presented in class, and will miss out on valuable practice time. Therefore, if you miss class, you will need to make arrangements to get lecture notes and/or schedule practice time with a classmate. Only in extremely rare instances will I give out my notes to a person who misses class or allow students to practice with the TA.

Additional Grading Information: Protocols 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 one major error. Errors will earn up to a 5 point deduction based on the severity and frequency of the 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. The instructor reserves the right to use their 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 is too much at stake in our profession

.5-percentage point errors (for each error)

- Not putting “/ (points credited for below basal)”
- Scoring errors that involve judgment (but difficult to make a clear scoring decision)

1-percentage point errors (judgment; this is 1% per error)

- Querying when a clear or adequate answer is given
- Switching questions/incorrect sequence of questions within a subtest
- Scoring errors that involve judgment but would reasonably be scored differently
- Filled in chart but did so incorrectly
- Not querying when required
- Scoring/mathematical errors lead to a change in the index score
- Scoring/mathematical errors lead to a change in the FSIQ score

2-percentage point errors (per error)

- Starting/stopping at wrong points when scoring not affected
- Not having all the necessary materials easily available
- Incorrect timing
- Scoring errors when the correct answer is directly in the manual
- Addition or calculation errors

3 percentage point errors (each error)

- Computing age incorrectly
- Errors determining scores from norm tables

- Started/stopped incorrectly (i.e., basal & ceiling) which affected scoring
- Scoring/Mathematical errors lead to a change in the subtest score

Reports will be graded on clarity, completeness, correctness, succinctness, and usefulness. Errors in factual information, transposition, spelling, and punctuations are not professional, and such errors will result in point deductions. Please proofread reports before they are submitted. (I recommend that you let the report “sit” overnight and proofread it again the next day. You are much more likely to catch your own errors that way with fresh eyes.) Students should turn in completed protocols and reports *before* the scheduled due dates.

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.” Do your own work; avoid the consequences.

Lecture Note Power Points: Power points for class lectures will be posted to the class webpage. It is the responsibility of individual students to download and bring them to class. I will not provide this for you.

Expectations of Students: You are now graduate students, and, because of this, there are certain behaviors I expect of graduate students.

Desired Student Behavior:

- Attend every class
- Be punctual
- Read the assignments and participate in class discussion
- Make an effort to really learn the information
- Turn off cell phones
- Listen to the discussion/lecture and ask questions as needed
- Conduct yourself in a professional manner
- Be respectful to others
- Do not talk while instruction is taking place

Undesired Student Behavior:

- Being late to class, leaving class early, or not attending class
- Showing little effort to learn or only doing the bare minimum to pass
- Only focusing on the grade in the class
- Talking while the instructor is talking
- Passing notes during class
- Being disrespectful
- Sleeping during class
- Talking/texting on cell phones or other electronic devices during class
- Not completing readings
- Turning in assignments consistently late
- Having an excuse for shortcomings

- Conducting yourself in an unprofessional manner

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 you know. Do not use your spouses, friends, your own children, or children of friends or neighbors for test subjects, as it would be viewed as a multiple 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 teaching 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.
4. Students are also not to make recommendations for psychological or medical treatment to the examinee (or parents) on the basis of your evaluation. 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 Psychological Training Clinic under the supervision of the teaching assistant or a course instructor, unless the instructor first approves an alternate location. This means that testing must be done when the clinic is open and clinical or school faculty are in the building, unless you have made arrangements with your instructor prior to testing. Students are responsible for ensuring testing materials are available and reserving a clinic testing room. In addition, all testing must be done with a teaching assistant or the instructor being in the building. 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 that you 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. Jeans, shorts, sweatpants, and t-shirts 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 and reports at all times. Failure to do so may result in failing the class. You will also be financially responsible for a loss of test materials.

Reports and Other Guidelines:

1. All reports should be typed and single-spaced.
2. Follow the outline used in the models provided for report writing.
3. Carefully proofread each report before submitting it to ensure that it is written in your best writing style. Do not turn in reports that have been marked up in any manner.
4. Dates for submitting reports are on the class schedule.
5. Keep reports and test materials in a safe place. Remember, they are confidential.

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.

APPROXIMATE CLASS SCHEDULE AND ASSIGNMENTS

Please note that this is an approximate schedule and I reserve the right to modify the activities and/or add readings to the reading list below.

Week	Class Topic	Readings	Activities
1	Introduction to class, terminology, standard scores, standardized procedures		Complete practice video in the clinic
2	WAIS Administration. Subtests: Block Design, Similarities, Digit Span	Lichtenberger et al. (2012)	Practice Block Design, Similarities, Digit Span
3	WAIS Administration. Subtests: Matrix Reasoning, Vocabulary, Arithmetic	Lichtenberger et al. (2012)	Practice Matrix Reasoning, Vocabulary, Arithmetic
4	WAIS Administration. Subtests: Symbol Search, Visual Puzzles, Information, Coding	Lichtenberger et al. (2012)	Practice Symbol Search, Visual Puzzles, Information, Coding
5	Interviewing, behavioral observations, testing tricks, behavior management	H&C Appendix C Herschell et al. (2002) Suhr, Chapter 7	Complete practice interview with classmates Complete practice behavioral observations Pass out WAIS test kits and protocols
6	Practice Week		WAIS administration to TA is due
7	WISC Administration. Subtests: Block Design, Similarities, Matrix Reasoning, Digit Span, Coding, Vocabulary	Flanagan & Alphonso (2017)	Practice Block Design, Similarities, Matrix Reasoning, Digit Span, Coding, Vocabulary
8	WISC Administration. Subtests: Figure Weights, Visual Puzzles, Picture Span, Symbol Search	Flanagan & Alphonso (2017)	Practice Figure Weights, Visual Puzzles, Picture Span, Symbol Search
9	Interpretation of Intelligence Tests	Canivez (2013) Intelligence Table 1	
10	Report Writing	H&C Chapter 2 H&C Appendix A	WAIS administration 3 due
11	Assessment Ethics		WAIS administration 4 due Pass out WISC test kits and protocols
12	Practice Week		WISC administration to TA is due
13	Introduction to the Woodcock Johnson Tests of Achievement		
14	Introduction to the Wechsler Individual Achievement Test		WISC administration 3 due Disseminate Final Exam
15	Applications of Intelligence Tests	Committee on Psychological Testing (2015) Farmer & Floyd (2018) Fletcher & Miciak (2017)	WISC administration 4 due
Final	Monday, December 4	1:00 pm to 3:00 pm	Final exam time. Dr. Grieve will be available for questions. Final exams are due to Dr. Grieve no later than 3:00 pm

References

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- Institute of Medicine. (2015). *Psychological testing in the service of disability determination*. The National Academies Press.
- Intelligence 1 Figure 15.1. Simplified structural relations among CHC broad abilities*. (n.d.). 1–5.
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- Suhr, J. A. (2015). Intake interviewing and behavioral observations . In *Psychological assessment: A problem-solving approach* (pp. 96–116), The Guilford Press.
- Suhr, J. A. (2015). Self-report measures of single constructs . In *Psychological assessment: A problem-solving approach* (pp. 127–137), The Guilford Press.