

Instructor/TA Info

Instructor Information

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Course Information

Description

Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?

~T.S. Elliot

The purpose of this course is to provide doctoral students in clinical psychology with direct instruction and supervised practice in the administration, scoring, and interpretation of major standardized measures of intelligence, academic achievement, and behavior for adults and children. We will emphasize both theoretical considerations related to cognitive testing as well as practical aspects of the assessment process. Students in this course are expected to develop a foundation of expertise at three distinct levels: 1) theoretical and professional issues (history and conceptualizations of intelligence, concepts in measurement and psychometrics, ethical standards in assessment); 2) skill development (practical skills in test administration, rapport building, communication of results); and 3) the *process of learning to be proficient* with a psychological test (understanding the purpose of a test, recognizing its strengths and limitations, making interpretations that are consistent with observed data).

Special note: The workload for this course is substantial. Learning to administer the tests is challenging enough, but useless unless you can accurately interpret and communicate results and you understand the constructs upon which the tests are based. As is typical in graduate school you cover what is needed in an area for your total preparation as a psychologist rather than just what fits into a given number of credit hours. Proficiency in these tasks will serve as a critical foundation for future professional development in assessment, specifically, and clinical psychology, generally.

Materials

Item	Price (new)	Price (used)
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Grading Scale

Grades	Percent
A	93.5%
A-	89.5%
B+	86.5%
B	82.5%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%

E	0%
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Learning Outcomes

1. Theories of intelligence and empirical foundations

Students will identify and discuss relevant theories of intelligence, as well as the psychometric and empirical foundation for the process of cognitive assessment.

Measurement: Class presentations, quizzes, in-class readings.

2. Identify and articulate professional and ethical issues

Students will identify and articulate pertinent professional and ethical issues related to cognitive assessment.

Measurement: Class presentations, quizzes, in-class readings.

3. Demonstrate competence in measuring cognitive ability

Students will reliably demonstrate competence in the administration, scoring, and interpretation of the most widely used measures of cognitive ability, including the WAIS-IV and WISC-IV, and use research and theory to interpret test scores within the constraints of the existing scientific literature.

Measurement: Testing reports.

4. Effectively communicate results of a cognitive evaluation

Students will effectively communicate, orally and in writing, the results of a cognitive evaluation.

Measurement: Class presentations, testing reports.

Additional outcomes

It is expected that through this course students will be able to:

- Identify and discuss relevant theories of intelligence, as well as the psychometric and empirical foundation for the process of cognitive assessment.
- Identify and articulate pertinent professional and ethical issues related to cognitive assessment.
- Reliably demonstrate competence in the administration, scoring, and interpretation of the most widely used measures of cognitive ability, including the WAIS-IV and WISC-V.
- Demonstrate familiarity with other important measures of cognitive ability or academic achievement
- Effectively communicate, orally and in writing, the results of an cognitive evaluation.
- Use research and theory to interpret test scores within the constraints of the existing scientific literature.
- Demonstrate acceptable interpersonal skills when evaluating clients and adhere to generally accepted practice and ethical standards.

Grading Policy

To achieve a good grade in this course this you will need to complete all assignments in a timely manner; prepare well for class and actively participate during class; and respond responsibly to feedback from the instructor and the TA.

Assignments

Assignment Description

WISC-V Classmate administration

Sep
13

Due: Wednesday, Sep 13 at 1:30 pm

You know what to do by now

Quiz 1

Sep
13

Due: Wednesday, Sep 13 at 1:30 pm

WISC-V Practice administration

Sep
20

Due: Wednesday, Sep 20 at 1:30 pm

Administer full WISC-V to a real, healthy child. Use the iPad on practice mode.

Quiz 2

Sep
20

Due: Wednesday, Sep 20 at 1:30 pm

Lichtenberger & Kaufman Chapters 4-5

WJ-IV Classmate administration

Sep
27

Due: Wednesday, Sep 27 at 1:30 pm

Full WJ-IV administration with a classmate. Make sure you each know how to comfortably give each subtest. Don't take shortcuts. But you don't need to turn in a completed protocol form.

Quiz 3

Sep
27

Due: Wednesday, Sep 27 at 1:30 pm

Don't take a long time on this!

WJ-4 Practice administration

Oct
04

Due: Wednesday, Oct 04 at 1:30 pm

Complete a standard WJ-4 with a healthy child or adult; score their protocol and turn in an interpretive summary of one to two paragraphs to go with it.

Quiz 4WISCV

Oct
04

Due: Wednesday, Oct 04 at 1:30 pm

Chapters 1-3 of Mather

Quiz 5Ethics

Oct
11

Due: Wednesday, Oct 11 at 1:30 pm

Ethics

Practice Interview and report

Oct
11

Due: Wednesday, Oct 11 at 1:30 pm

Conduct a history/current presentation interview with an adult and write up a brief report of the information you gain.

Quiz 6

Oct
15

Due: Sunday, Oct 15 at 1:25 pm

Woodcock Johnson Interpretation

Quiz 4

Oct
18

Due: Wednesday, Oct 18 at 1:30 pm

Woodcock Johnson IV: Mather & Wendling Chapter 1-3

Midterm Test Skills Demo

Oct
25

Due: Wednesday, Oct 25 at 1:30 pm

Schedule a 30 minute meeting with Mickle between 10/18 - 10/25 . He will quiz you on your administration skills for the WISC and WJ. Be prepared: he almost certainly will try to trick you!

Some questions for later

Oct
25

Due: Wednesday, Oct 25 at 2:30 pm

Review the WISC-V, WAIS-IV, and WJ-4

MidTerm #1

Oct
25

Due: Wednesday, Oct 25 at 2:30 pm

Review the WISC-V, WAIS-IV, and WJ-4

Quiz 7

Nov
01

Due: Wednesday, Nov 01 at 1:30 pm

TBA

WAIS-IV Classmate administration

Nov
01

Due: Wednesday, Nov 01 at 1:30 pm

Full WAIS administration with a classmate. Make sure you each know how to comfortably give each subtest. Don't take shortcuts. But you don't need to turn in a completed protocol form.

WAIS-IV practice administration

Nov
08

Due: Wednesday, Nov 08 at 1:30 pm

Find a healthy adult--not a close family member or significant other--and give a complete WAIS-IV. Turn in a copy of your completed protocol.

Quiz 8

Nov
08

Due: Wednesday, Nov 08 at 1:30 pm

TBA

Quiz 9

Nov
15

Due: Wednesday, Nov 15 at 1:30 pm

TBA

Midterm #2

Nov
22

Due: Wednesday, Nov 22 at 2:10 pm

Stats, measurement, confidence intervals

Tests Reports 3

Dec
13

Due: Wednesday, Dec 13 at 1:30 pm

Fill out the relevant section of the google doc for your assigned test. Give a presentation to the class including a demo of what the test looks like and how it's given, comments on best practice and use for the test (i.e. when to give it, what problems to solve, who to use it for, how hard it is to give, how to score it, what the scores mean). Short: 5 minute demo.

Google doc

https://docs.google.com/spreadsheets/d/1Y_4EtNQHV2hADUxX9FZxHbqwJNATVk8fQmhnfszuwIQ/edit?usp=sharing
(https://docs.google.com/spreadsheets/d/1Y_4EtNQHV2hADUxX9FZxHbqwJNATVk8fQmhnfszuwIQ/edit?usp=sharing)

Tests Reports 1

Dec
13

Due: Wednesday, Dec 13 at 1:30 pm

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(https://docs.google.com/spreadsheets/d/1Y_4EtNQHV2hADUxX9FZxHbqwJNATVk8fQmhnfszuwIQ/edit?usp=sharing)

Tests Reports 2

Dec
13

Due: Wednesday, Dec 13 at 1:30 pm

Fill out the relevant section of the google doc for your assigned test. Give a presentation to the class including a demo of what the test looks like and how it's given, comments on best practice and use for the test (i.e. when to give it, what problems to solve, who to use it for, how hard it is to give, how to score it, what the scores mean).

Short: 5 minute demo.

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Controversies class presentation

Dec
13

Due: Wednesday, Dec 13 at 1:30 pm

Choose a topic related to IQ controversies (may choose from list provided by South). Give ~20 minute class presentation, with handouts suitable for helping classmates get the big picture. Based on 3-4 review articles about the topic, with historical context and then a synthesis of your own viewpoints and how it relates to clinical practice.

Final Exam

Dec
13

Due: Wednesday, Dec 13 at 2:00 pm

Two essay responses to recent class presentations.

Schedule

Date	Class Plan	Assignments
Week 1		
W Sep 06 Wednesday	Main topic: WISC-V Administration and Scoring Activity: Dating at BYU	
Week 2		
W Sep 13 Wednesday	Main topic: clinical interviews Activity: Interview demonstration Presentations: Child Emotion: BYI-2, SCARED, ASC-ASD	Reading: Flanagan & Alfonso, 1-2 Readings: interviewing readings in Learning Suite:Content:Materials:Interviewing Readings WISC-V Classmate administration
Week 3		
W Sep 20 Wednesday	Main topic: WISC-V interpretation and summary Activity: Actual WISC-V protocol interpretations Presentations: Alternate IQ measures: DAS-II, SB-5, Bailey-III	Reading: Flanagan & Alfonso, 3-4 WISC-V Practice administration
Week 4		

W Sep 27 Wednesday	<p>Main topic: WJ-IV administration and scoring</p> <p>Presentations: Child Behavior: BASC-3, CBCL, Conners 3 (+Short)</p>	<p>WJ-IV Classmate administration</p> <p>Reading: Mather & Wendling Chapters 1-2</p>
Week 5		
W Oct 04 Wednesday	<p>Main topic: WJ-IV interpretation and summary</p> <p>Activity: Actual WJ-IV Protocol interpretation</p> <p>Presentations: Additional Learning Disabilities: WRAT-IV, CTOPP-2, GORT-5</p>	<p>Reading: Mather & Wendling Chapters 3-4</p> <p>WJ-4 Practice administration</p>
Week 6		
W Oct 11 Wednesday	<p>Main topic: Recommendations planning and reporting</p> <p>Main topic: Communicating results: writing reports</p> <p>Presentations: ADHD: CPT-2; DKEFS (subtests); BRIEF-2</p>	<p>Reading: Lichtenberger/Mather/Kaufman/Kaufman chapter 2 (provided). Recommended: chapters 1, 3</p> <p>Practice Interview and report</p>
Week 7		
W Oct 18 Wednesday	<p>Midterm Exam: Details on cognitive assessment mechanics and interpretation (WISC-V, WJ-4 and interviews)</p>	<p>Review readings for exam</p> <p>Study guide: previous quizzes</p>
Week 8		
W Oct 25 Wednesday	<p>Main topic: Communicating results: giving feedback</p> <p>Presentations: Language: PPVT-4, EVT-2, CELF-5</p> <p>Activity: Observe feedback session</p>	
Week 9		
W Nov 01 Wednesday	<p>Main topic: WAIS-IV</p> <p>Presentations: Social Function: ADOS-2, SCQ, SRS-2</p>	<p>WAIS-IV Classmate administration</p> <p>Reading: Lichtenberger & Kaufman Chapters 1-4</p>
Week 10		

W Nov 08 Wednesday	<p>Main topic: Introduction: What is intelligence, and how do we measure it?</p> <p>Presentations: Neuropsych: NEPSY-II, NAB</p> <p>Adaptive Behavior: Vineland-3</p>	WAIS-IV practice administration
Week 11		
W Nov 15 Wednesday	Main topic: Measurement, statistics, and confidence intervals	Reading: Urbina Chapter 2 (provided)
Week 12		
T Nov 21 Tuesday	Friday Instruction	
W Nov 22 Wednesday	No Classes	Explain confidence intervals at family dinner.
Week 13		
W Nov 29 Wednesday	Midterm exam: Measurement and statistics.	
Week 14		
W Dec 06 Wednesday	IQ controversies and limitations	Class presentations I
Week 15		
W Dec 13 Wednesday	IQ controversies and limitations	<p>Class Presentations II</p> <p>Tests Reports 1</p> <p>Tests Reports 2</p> <p>Tests Reports 3</p> <p>Controversies class presentation</p>
Week 16		
M Dec 18 Monday	<p>Final Exam:</p> <p>295 TLRB</p> <p>2:30pm - 5:30pm</p>	<p>Final exam will be comprehensive but not nasty, covering readings since the previous exam and essays about the previous weeks' IQ controversies.</p> <p>Remember: it's almost time for Star Wars Episode VIII: The Last Jedi.</p>

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is

the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010