We should take care not to make the intellect our god; it has, of course, powerful muscles, but no personality.  
Albert Einstein

Course Description:
This course is designed to provide an introduction to the theoretical framework for and the process of cognitive assessment. Students will administer the Wechsler Intelligence scale for Children (WISC-IV) and the Wechsler Adult Intelligence scale (WAIS-IV). Three screening assessments for neurological and intellectual functioning will be reviewed: Mini Mental Status Exam (MMSE), Trail Making Test (Trails), and the Bender-Gestalt II (Bender).

Course Objectives
As a result of this course students will be able to:

1. Understand the concepts of intelligence and assessment.
2. Administer the WISC-IV, WAIS-IV, MMSE, Trails, and Bender.
3. Interpret the results of the assessments administered.
4. Write useful and comprehensive reports of intellectual assessment.
5. Understand the professional and ethical constraints involved in cognitive assessment.

Instructional Methods:
Instructional methods will include lecture, guided discussion, small group discussion, case discussion, video, laboratory instruction, and student presentation.

Required Texts:


Recommended text:
Jerome Sattler (2009). ASSESSMENT with the WAIS-IV. LaMesa, CA: Jerome M. Sattler, Publisher, Inc. $50. ISBN: 0970267177

Course Fee
The $100 fee assessed during the registration process includes the use of assessment materials and scoring forms.

How to check out a kit
Kits must be reserved and signed out from Shiri Messina in the Counseling Office. Any one student may sign out only one kit at a time. Because of limited numbers of kits, we will have to work closely together.

Additional Resources of interest


Technical manuals for the Wechsler scales can be purchased from Harcourt Assessment
http://harcourtassessment.com/HAIWEB/Cultures/en-us/default

Everyone Loves Raymond Season #1 Episode #4 “Standard Deviation”

See http://www.indiana.edu/~intell/index.shtml for other sources

**Requirements**

Students are expected to attend all classes and to participate actively. Students will discuss all absences with the instructor. Students will complete all reading and other assignments. Discuss all late assignments with the instructor. One point will be deducted from all late assignments per day late (including the weekend) and will not be accepted more than 1 week late.

**Assignments**

3 WAIS-IV 10 points each (=30 points)
1 WISC-IV 10 points each (=20 points)
2 Trails 5 points each (=10 points)
1 MMSE 5 points each (=5 points)
2 Bender-Gestalt 5 points each (=10 points)
Presentation 15 points
Each student will present one 5-minute devotional on a biblical proverb.

4 Reports
The assessment reports are short and single-spaced (3-4 pages, 10 pages maximum). Do not use APA style for this report. Use complete sentences. Develop a product that would be useful for the reader. Include the assessment protocol AND A CONSENT FORM. See Report Rubric on CAMS. (Also see in Sattler ch. 19)

Report #1: WAIS-IV + Trails
Report #2: WAIS-IV + MMSE
Report #3: WAIS-IV + Bender
Report #4: WISC-IV + Trails + Bender

Presentation on alternate Cognitive Assessment Instrument
Prepare a 30 minute presentation on one instrument from the following categories: IQ assessments, e.g., Stanford-Binet Intelligence Scales, Wechsler Preschool and Primary Scale of Intelligence, Kaufman Assessment Battery for Children, Shipley Institute of Living Scale, Adaptive, e.g., Vineland; Development Scales, e.g., Bayley, Denver, Devereux; Non-verbal assessments, e.g., Ravens Progressive Matrices, Leiter; ADHD/Frontal lobe functioning assessments, e.g., Conners, Continuous Performance Tests, Wisconsin Card Sorting Test; Achievement assessments, e.g., Wide Range Achievement Test, Woodcock-Johnson, Differential Ability Scales.

SCORING CRITERIA:
Your presentation should include the name of the instrument, what it measures and for which age group, psychometric properties (i.e., validity, reliability, norm group), relevant information on administration including sample items and time it takes to administer it, relevant information on the scoring process, and pros and cons of this assessment instrument. You must also have a handout.

Course Outline with Assignments
All assignments are due the day listed by 4pm.

February 1 Review syllabus. Intelligence vs. wisdom; the importance of standardization; WAIS-IV.
1. Read Sattler chapter 6

February 3 WAIS-IV scoring; standard deviations and confidence intervals.
1. Read Sattler chapters 14 & 15

February 8 WAIS-IV scoring lab.
1. Bring a completed WAIS-IV protocol.

February 10 Mini-Mental State Exam, Trails A and B

February 15 WISC-IV
1. Read Sattler chapters 9, 10, 11
February 17. The importance of a relevant history and observations during assessment, making predictions and recommendations
1. Read Sattler chapter 1

February 20-24 Reading Week—administer a WISC-IV; write Report #1
1. Read Sattler chapter 19

February 29 WISC-IV scoring lab.
1. Bring a completed WISC-IV protocol.
2. **Turn in Report #1**

March 2 Bender-Gestalt

March 7 Scoring lab
1. Bring completed assessment protocols for Report #2: WAIS-IV + MMSE

March 9 Measurement issues
1. Read Sattler chapter 4
2. Optional: Go to [http://faculty.washington.edu/chudler/java/ready.html](http://faculty.washington.edu/chudler/java/ready.html) and complete the Stroop Effect Experiment.

March 14 Wechsler Memory Scale; selecting an assessment strategy.
1. **Turn in Report #2**
2. Read Sattler chapters 12-13

March 16 The constructs of intelligence and emotional intelligence.
1. Read Sattler chapter 8
2. Go to [http://viscog.beckman.uiuc.edu/media/mindhacks.html](http://viscog.beckman.uiuc.edu/media/mindhacks.html) and view the basketball video or go to [http://www.youtube.com/watch?v=IGQmdoK_ZfY](http://www.youtube.com/watch?v=IGQmdoK_ZfY). Count how many times the people with WHITE shirts pass the basketball to each other.
3. Optional: take an EQ test at [www.queendom.com](http://www.queendom.com)

(March 16 6pm Light supper at my house: 11 Lanes End, Ipswich. RSVP)

March 21, 23 Theories of intelligence.
1. Read Sattler chapter 7

March 26-30 Reading Week—write Report #3

April 4 Multiple intelligences versus single “g”
1. **Turn in Report #3**

April 6 Ethical and legal issues, pros and cons of cognitive assessment
1. Read Sattler chapters 2-3
April 11 Diversity issues: are IQ tests biased? Do gender differences exist?
1. Read Sattler chapter 5
2. Optional: go to https://implicit.harvard.edu/implicit “Demonstrations” and complete the RACE IAT

April 13 Nature versus nurture and other IQ correlates; does IQ change?

April 18 IQ and individual differences?
3. Turn in Report #4

April 20 Diagnosis.
1. Bring a DSM-IV to class
2. Read DSM-IV criteria for Learning Disorders: 315.00, 315.1, 315.2, 315.9; ADD/ADHD: 314.01, 314.00, 314.01, 314.09, Mental Retardation: 317, 318.0, 318.1, 318.2 and on Delirium (293.0) and Dementia: 290.00-290.43, 294.1, 294.9

April 25, 27, May 2 Alternate assessment instruments
1. Student presentations on alternate assessment instrument
2. Read Sattler chapters 12, 13, 16, 17, 18

May 4 Cases

May 7 4pm
Last day to submit written assignments or apply to Registrar (not to instructor) for extension if needed. Let the instructor know if you are applying for an extension.
1. Turn in Reading Statement

Reading Statement

NAME: _____________________________  Box #: _____________

I have read all the required reading.

________________  _____________
Signature             Date

OR

Of the required reading, I have read _____ % of the reading.

________________  _____________
Signature             Date