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


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

See [http://www.indiana.edu/~intell/index.shtml](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 (=10 points)
2 Trails 5 points each (=10 points)
1 MMSE 5 points each (=5 points)
2 Bender-Gestalt 5 points each (=10 points)
Presentation 20 points
Reading Statement 13 points (5 points for reading Gardner BEFORE class)
Devotional 2 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.

January 30 Review syllabus. Intelligence vs. wisdom; the importance of standardization; WAIS-IV; standard deviations and scoring.
1. Read Sattler chapters 6, 14 & 15

February 6 WAIS-IV scoring lab. Mini-Mental State Exam, Trails A and B
1. Bring a completed WAIS-IV protocol.

February 13 WISC-IV; the importance of a relevant history and observations during assessment, making predictions and recommendations
1. Read Sattler chapters 1, 9, 10, 11, 19

February 17-21 Reading Week—administer a WISC-IV; write Report #1

February 27 WISC-IV scoring lab; Bender-Gestalt
1. Bring a completed WISC-IV protocol.
2. Turn in Report #1

March 6 Scoring lab; measurement issues
1. Read Sattler chapter 4
2. Optional: Go to http://faculty.washington.edu/chudler/java/ready.html and complete the Stroop Effect Experiment.

March 13 Wechsler Memory Scale; selecting an assessment strategy.
1. Turn in Report #2
2. Read Sattler chapters 12-13
3. Optional: Go to http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpage.html and complete the Index of Learning Styles

1. March 17-21 Reading Week—complete assessments for Report #3; Read Howard Gardner Multiple Intelligences: New Horizons in Theory and Practice

March 27 The constructs of intelligence and emotional intelligence. Theories of intelligence
1. Read Sattler chapter 8
2. Optional: take an EQ test at www.queendon.com

April 3 Theories of intelligence; multiple intelligences versus single “g”
1. Turn in Report #3
2. Be prepared to discuss: Howard Gardner Multiple Intelligences: New Horizons in Theory and Practice (5 points for reading Gardner BEFORE class)
3. Read Sattler chapter 7
4. Go to http://viscog.beckman.uiuc.edu/media/mindhacks.html and view the basketball video or go to http://www.youtube.com/watch?v=IGQmdoK_ZfY. Count how many times the people with WHITE shirts pass the basketball to each other.

(April 4: 6pm Light supper at my house: 11 Lanes End, Ipswich. RSVP)

April 10 Ethical and legal issues, pros and cons of cognitive assessment; Diversity issues: are IQ tests biased? Do gender differences exist?
1. Read Sattler chapters 2-3, 5
2. Optional: go to https://implicit.harvard.edu/implicit “Demonstrations” and complete the RACE IAT

April 17 Nature versus nurture and other IQ correlates; does IQ change? Diagnosis, Cases
2. Turn in Report #4
3. Bring a DSM 5 to class
4. Read DSM 5 criteria for Intellectual Disabilities, Communication disorders, Attention-Deficit/Hyperactivity disorders, Specific Learning disorders, Neurocognitive disorders

April 24 & May 1 Alternate assessment instruments
1. Student presentations on alternate assessment instrument
2. Read Sattler chapters 12, 13, 16, 17, 18

May 5 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