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-V) and the Wechsler Adult Intelligence scale (WAIS-IV) as well as three
screening assessments for neurological and intellectual functioning: Mini Mental Status Exam-2
(MMSE-2), Trail Making Test (Trails), and the Bender-Gestalt II (Bender). Additional cognitive
assessment instruments will be reviewed. Legal, ethical and other professional obligations will
be discussed as well as diversity issues in assessment.

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

1. Understand the concepts of intelligence and assessment and how to develop an
assessment strategy.
2. Understand the basic concepts of standardization and psychometrics.
3. Administer the WISC-V, WAIS-IV, MMSE-2, Trails, and Bender.
4. Interpret the results of the assessments administered.
5. Write useful and comprehensive reports of intellectual assessment.
6. Understand the professional and ethical obligations 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:

Wiley. ISBN: 978-1-118-27188-9

Wiley. ISBN: 978-1-118-58923-6

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 or Diane 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


Other resources:
- Technical manuals for the Wechsler scales can be purchased from Pearson Assessment
- Everyone Loves Raymond Season #1 Episode #4 “Standard Deviation”
- The “Basketball video”: 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.

**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. No late assignments will be accepted.

**Assignments**

3 WAIS-IV 10 points each (=30 points)
1 WISC-V 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 Sakai. *(Also see in Sattler ch. 19)*

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

**Presentation on alternate Cognitive Assessment Instrument**

Prepare a 20 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, Cognitive Reflection Test (Shane Frederick); Adaptive, e.g., Vineland, ICAP/SIB-R Adaptive Behavior Scale; Development Scales, e.g., Bayley, Denver, Devereux; Non-verbal assessments, e.g., Ravens Progressive Matrices, Leiter, Universal Nonverbal Intelligence Test (UNIT); ADHD/Frontal lobe functioning assessments, e.g., Vanderbilt assessment scale, Conners, Continuous Performance Tests (Connors or Test of Variables of Attention), 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 29 Review syllabus. Intelligence vs. wisdom; the importance of standardization; WAIS-IV; standard deviations and scoring.

February 5 WAIS-IV scoring lab. Mini-Mental State Exam, Trails A and B
1. **Bring a completed WAIS-IV protocol.**

February 12 WISC-V; the importance of a relevant history and observations during assessment, making predictions and recommendations

February 15-19 Reading Week—administer a WISC-V; write Report #1

February 26 WISC-V scoring lab; Bender-Gestalt
1. **Bring a completed WISC-V protocol.**
2. **Turn in Report #1**

March 4 Scoring lab; measurement issues
1. Read Sattler chapter 4 on Sakai
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 11 Wechsler Memory Scale; selecting an assessment strategy.
1. **Turn in Report #2**
2. Go to [http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpage.html](http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpage.html) and complete the Index of Learning Styles

March 18 The constructs of intelligence and emotional intelligence. Theories of intelligence
1. Go to [http://www.indiana.edu/~intell/index.shtml](http://www.indiana.edu/~intell/index.shtml) and read about Galton, Piaget, Sternberg, Spearman, Raymond Cattell, LL Thturstone, Vernon, Guilford, Carroll, & Gardner
2. Take an EQ test at [www.queendom.com](http://www.queendom.com)

March 21-25 Reading Week—complete assessments for Report #3; Read Howard Gardner *Multiple Intelligences: New Horizons in Theory and Practice*

April 1 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)

April 8 Ethical and legal issues, pros and cons of cognitive assessment; Diversity issues: are IQ tests biased? Do gender differences exist?

April 15 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 22 & 29 Alternate assessment instruments

1. **Student presentations on alternate assessment instrument**

May 2 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 for CO 730 Cognitive Intellectual Evaluation

NAME: _____________________________       Box #: _____________

I have read all the required reading.

_________________________  ______________
Signature                  Date

OR

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

_________________________  ______________
Signature                  Date