PSYCHOLOGICAL ASSESSMENT I  
PCO 6316C  
SPRING 2020

Instructor: Amanda Lawson-Ross, Ph.D.  
Office: 264 Psychology Building  
Suite 200-A  
Phone: (352) 871-1770 (cell)  
Email: adross@ufl.edu Email, texts, or calls are all fine ways to reach me  
Office Hours: After class or by appointment  
Class Time: Tuesdays 8:30am – 11:30 am  
Meeting Room: Psy 0129

Required Texts:


Florida Board of Psychology Statutes and Rules: http://www.doh.state.fl.us/mqa/psychology/

WAIS-IV, WISC-V, WPPSI-IV, WMS-IV, Wechsler Advanced Clinical Solutions Technical and Administration Manuals (in provided testing kits).


Equipment and Materials Needed: The WISC-V, WAIS-IV, WPPSI-IV, Wechsler Advanced Clinical Solutions and WMS-IV testing kits will be provided, although there will be sharing of kits required. iPads will also be provided for electronic administration of the WAIS.

Students will be responsible for providing:

- DVDs for submission of test administrations. Students can record assessment sessions in any medium they like. However, the final form will have to be in DVD format for review by the instructor.

- Digital stopwatch

Prerequisites: None

Course Overview: Psychologists engage in many activities such as psychotherapy or diagnosis that is also practiced by other mental health professionals (e.g., counselors, psychiatrists, social workers, etc.). However, the one domain that has remained relatively exclusive to doctoral level psychologists is that of psychological testing.

Psychological assessment is a valuable tool that is used in a variety of settings for a host of different reasons. Psychological testing is used by schools, hospitals, employers, the military, etc., to obtain specific and detailed information about a person’s cognitive or personality
functioning. This information is then used to make decisions on things such as academic placement, employment, tort damages and treatment.

One of the most important contributions of psychological assessment has been in the area of measurement of cognitive functioning. This course is designed to teach you the essentials in the correct administration and interpretation of various Wechsler scales for a wide range of patient populations and situations. While standardized administration of the tests is essential, test administration is a rather easy skill to master. In fact, the profession of psychology is moving toward the use of technicians or psychometricians to administer the tests. The distinction of the doctoral level psychologist is in understanding the theoretical basis of the various tests. This enables the psychologist to understand the strengths and limitations of the assessment instruments, rendering them to be the expert in interpretation of test results. The course will not only teach you how to administer the various tests and to interpret test results to answer various referral questions.

Course Goals and Core Competencies:

By the end of the course the successful student will have:

1. Gained a basic understanding of the history and evolution of intellectual assessment.
2. Learned basic psychometric theory used in the development and validation of these tests.
3. Gained practical experience doing an assessment interview, including the importance of behavioral observations.
4. Achieved basic competence administering, scoring and interpreting the WPPSI-IV, WISC-V, WAIS-IV, WMS-IV.
5. Gained appreciation for ethnic and cultural issues in cognitive assessment.
6. Learned the basics of writing a psychological cognitive testing report.

Assignments:

Readings: Students will be assigned reading assignments in the above listed texts and other sources. The readings for each week reflect the reading assignment for that week and it is expected the students will have read the material prior class.

Class Attendance: Students are expected to attend class. This course involves the learning of appropriate techniques for test administration that requires observation and in-class activities.

Informed Consent: Informed consent must be obtained from each non-class participant who undergoes assessment. The informed consent will be developed by the class and given to the instructor for approval. Remember to pay attention to issues of assent and consent and any special issues with normal and patient populations.

Test Administration: Students will perform administrations each of the following tests: WISC-V, WAIS-IV, WMS-IV, ACS and WPPSI-IV (time permitting). Students are encouraged to practice administering the tests as much as possible.

The first “official administration” of a test will be to the professor during class time. This will be a formative feedback session that will not be graded. The student will be free to ask questions and receive live feedback regarding administration procedures. Only the videotaped administrations will be graded. Students should start as soon as possible locating and scheduling volunteers for testing. The instructor will attempt to help students obtain subjects for testing, but the ultimate responsibility for securing volunteers rests with the student.
Test Administration Protocols: Students will turn in scored protocols for each of the administered tests. The protocols will first be graded by peers for feedback and discussed in class and then turned into Dr. Lawson-Ross for final grading. These protocols will be evaluated for the appropriateness of the scoring of the item, scoring of the subtest and deriving the correct scaled score and index scores.

Interpretive Reports: Dr. Lawson-Ross will provide the class with actual clinical protocols for interpretive reports. You will be provided with score for each of the subtests and will then write an interpretive report based on the test results and clinical information on the case provided by Dr. Lawson-Ross. The clinical information will be obtained through an interview format where the class will interview Dr. Lawson-Ross as if she is the client.

Evaluation:

Student performance on the above assignments will be evaluated using the following point system:

Class attendance and participation: Students are expected to engage, ask questions, provide feedback, and be present for class. Attendance and participation are worth 150 points (10 points per week, not including spring break).

Test Administrations and Scorings: Students will be assigned a numerical score out of 50 for each administration and scoring based on quality of their test administration and scoring of the various assigned tests. These are based on the videos that students provide of their testing of volunteers.

Test Interpretations: Students will receive a numerical score out of 50 for each of their scoring and interpretation of clinical protocols provided by Dr. Lawson-Ross.

Informed Consent: The class will receive a group grade out of 100 for the Informed Consent developed by the students.

Integrative WAIS and WMS Interpretive Report: Students will receive a numerical score out of 150 for their interpretive report based on the clinical protocols and history provided by Dr. Lawson-Ross. Report examples will be provided.

Final Examination- The final examination will be comprised of multiple choice, essay and short answer questions. The exam will focus on lecture material and readings, and interpretive vignettes. Students will receive a numerical score out of 100.

Point Distribution:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Attendance/Participation</td>
<td>150 points</td>
</tr>
<tr>
<td>Informed Consent</td>
<td>100 points</td>
</tr>
<tr>
<td>2 WAIS-IV Administration and Scored Protocols</td>
<td>100 points</td>
</tr>
<tr>
<td>2 WAIS-IV Interpretative Reports</td>
<td>100 points</td>
</tr>
<tr>
<td>2 WISC-V Administration and Scored Protocols</td>
<td>100 points</td>
</tr>
<tr>
<td>2 WISC-IV Interpretative Reports</td>
<td>100 points</td>
</tr>
<tr>
<td>2 WMS-IV Administration and Scored Protocols</td>
<td>100 points</td>
</tr>
<tr>
<td>Integrative WAIS-IV &amp; WMS-IV Interpretive Report</td>
<td>150 points</td>
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<tr>
<td>Final Exam</td>
<td>100 points</td>
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</table>
**Grading Scale:** The final grade will be assigned using the following scale. Please remember that final grade categories represent the maximum percentage necessary for each grade. Categories may be adjusted down to reflect general class performance or natural breaks in the distribution.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93%-100%</td>
<td>A</td>
</tr>
<tr>
<td>90%-92.99%</td>
<td>A-</td>
</tr>
<tr>
<td>87%-89.99%</td>
<td>B+</td>
</tr>
<tr>
<td>83%-86.99%</td>
<td>B</td>
</tr>
<tr>
<td>80%-82.99%</td>
<td>B-</td>
</tr>
<tr>
<td>77%-79.99%</td>
<td>C+</td>
</tr>
<tr>
<td>73%-76.99%</td>
<td>C</td>
</tr>
<tr>
<td>70%-72.99%</td>
<td>C-</td>
</tr>
<tr>
<td>63%-69.99%</td>
<td>D</td>
</tr>
<tr>
<td>62.99% or Below</td>
<td>F</td>
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</table>

**Disability Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Faculty can expect to receive a student’s accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodations. Neither faculty nor administrators may independently deny a request for accommodation that is approved by the Disability Resource Center. I strive to make this course accessible to students with diverse needs, strengths, and abilities. Please talk with me about any concerns you may have regarding accessibility and this course.

**Religious Observances**

Please compare your calendars to the schedule. Any student having a conflict in the schedule or feeling that missing a class due to religious observance will disadvantage them should contact me as soon as possible so that we can make any necessary arrangements!

**Customer Satisfaction**

I appreciate and value your feedback so that I can continue to improve upon this course and my teaching skills. You can complete the evaluation online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

**COUNSELING PSYCHOLOGY PROGRAM SOCIAL JUSTICE STATEMENT**

Our commitment to diversity and social justice means that we will strive to attend to issues of power, privilege, and oppression in this course. In these efforts, we are guided by feminist and multicultural principles summarized by Goodman et al. (2004) as a useful compass for social justice work in counseling psychology. These principles are:

1. Ongoing self-examination, including vigilance regarding power dynamics and the assumptions and values underlying our views, goals, and commitments.
2. Sharing power, including transparency about power differences, engaging in collaborative processes when appropriate, and fostering the power of marginalized individuals and groups.
3. Amplifying and attending to the voices and experiences of groups and individuals with relatively less power.
4. Consciousness raising by attending to how individual or group difficulties may be shaped by political, societal, institutional, interpersonal, and other contextual power dynamics.
5. Focusing on people’s strengths and engaging these strengths to address challenges, including working toward social change.
6. Promoting self-determination with the people we work with by developing tools that are informed by the needs and experiences of the constituent communities.

We acknowledge that the vision and principles articulated above are not achieved completely by any individual or training experience. Rather, this vision and the principles guide our shared responsibility for ongoing efforts to enact our commitment to diversity and social justice in our professional work, and specifically this course.

**University Honesty Policy:**
"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." This applies, but is not limited, to cheating and plagiarism.
If you do a paper for this class, write it in your own words. Very occasionally you may wish to use the exact words of a source (published or unpublished); in this case, be sure that you use quotation marks to indicate the quoted material and also be sure to cite the source accurately in the text of the paper and reference list. In psychology, writing quotations should be used sparingly.
It is possible to plagiarize a source, even if no full sentences are copied word-for-word. If you make minor wording changes, but keep the organization, sentence structure and/or words of a source, you are plagiarizing. If you take ideas from a source, but don't indicate where the ideas came from with an accurate reference, you are technically guilty of plagiarism.
In writing papers, please be careful. Reference your sources and write in your own words. According to the Academic Dishonesty guide and the University's Student code of Conduct, "Plagiarism, cheating, or other forms of academic dishonesty" may lead to grade penalty, "formal disciplinary probation, suspension, or dismissal."

**University Grading Policy:**
The policy can be accessed at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

**Provision of changes to the syllabus:**
The included schedule, policies, and assignments are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and class participants.

**Software Use**
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

**Student Privacy**
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

**Campus Resources: Health and Wellness**

**U Matter, We Care:**  
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** For mental health services.  
http://www.counseling.ufl.edu/cwc, and 352-392-1575;  
**Office of Victim Services:** [https://police.ufl.edu/about/divisions/office-of-victim-services](https://police.ufl.edu/about/divisions/office-of-victim-services/) and 352-392-5648

**Assault Recovery Services (SARS)**  
Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/

**Academic Resources**

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml).

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. [https://www.crc.ufl.edu/](https://www.crc.ufl.edu/).

**Library Support**, [http://cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask). Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. [https://teachingcenter.ufl.edu/](https://teachingcenter.ufl.edu/).

**Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers. [https://writing.ufl.edu/writing-studio/](https://writing.ufl.edu/writing-studio/).

**Campus Student Complaints:**  


**Sexual Harassment**

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: [https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/](https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/). Please review this policy and contact a university official if you
have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF’s Title IX coordinator. For more information about UF’s Title IX office see: https://titleix.ufl.edu/. You can also complete a Sexual Harassment Report online (Title IX) at: https://titleix.ufl.edu/title-ix-reporting-form/.

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**Tentative Course Schedule and Assignment List**

The following class schedule is tentative and may change due to a number of factors. Students will be informed of any substantive changes via class announcement and postings.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 7</td>
<td>Introduction&lt;br&gt;Review of Syllabus&lt;br&gt;History of Psychological Assessment&lt;br&gt;Multicultural Concerns in Assessment</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 14</td>
<td>Go Over Informed Consent&lt;br&gt;Behavioral Observations and Interview&lt;br&gt;Introduction to the WAIS-IV&lt;br&gt;Basic Organization&lt;br&gt;Psychometric Properties&lt;br&gt;WAIS-IV Subtest Administration</td>
<td>Lichtenberger Chapter 1-Introduction and Overview&lt;br&gt;WAIS-IV&lt;br&gt;Administration Manual&lt;br&gt;Administration and Scoring Chapters&lt;br&gt;Readings on mental status (to be provided)</td>
</tr>
<tr>
<td>3</td>
<td>Jan 21</td>
<td>WAIS-IV Subtest Administration&lt;br&gt;Clinical interview</td>
<td>Turn in Informed Consent&lt;br&gt;Lichtenberger Chapters 2 and 3 Administration and Scoring Chapters&lt;br&gt;Subtest Practice</td>
</tr>
<tr>
<td>4</td>
<td>Jan 28</td>
<td>Administration 1 Checkout&lt;br&gt;WAIS-IV subtest practice&lt;br&gt;WAIS-IV&lt;br&gt;Scoring and Interpretation</td>
<td>Lichtenberger Chapter 4 and 5</td>
</tr>
<tr>
<td>5</td>
<td>Feb 4</td>
<td>WAIS-IV Interpretation and Report Writing</td>
<td>Lichtenberger Chapters 6 and 7&lt;br&gt;WAIS-IV Scored Administration 1 (recorded one)</td>
</tr>
<tr>
<td>6</td>
<td>Feb 11</td>
<td>WAIS-IV Interpretation and Report Writing</td>
<td>WAIS-IV Scored Administration 2 (in class)</td>
</tr>
<tr>
<td>7</td>
<td>Feb 18</td>
<td>Introduction to the WISC-V&lt;br&gt;Psychometric Properties&lt;br&gt;Subtest Administration</td>
<td>Scored and Interpretive Report of provided WAIS-IV 1&lt;br&gt;(Lichtenberger Chapters 1-9 and Lecture Notes)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Lecture/Activity</td>
<td>Additional Activity</td>
</tr>
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</tr>
<tr>
<td>8</td>
<td>Feb 25</td>
<td>WISC-V Checkout WISC-V Interpretation and Report Writing</td>
<td>Scored and Interpretive Report of provided WAIS-IV 2</td>
</tr>
<tr>
<td>9</td>
<td>Mar 3</td>
<td>Spring Break</td>
<td>No Class</td>
</tr>
<tr>
<td>10</td>
<td>Mar 10</td>
<td>WMS-IV Introduction Psychometric Properties Subtest Administration and Scoring</td>
<td>WISC-IV Administration and Scored Protocol 1 (recorded one)</td>
</tr>
<tr>
<td>11</td>
<td>Mar 17</td>
<td>WMS-IV Subtest Administration Interpretation and Report Writing</td>
<td>WISC-IV Administration and Scored Protocol 2 (in class) Drozdick Chapter 1-4</td>
</tr>
<tr>
<td>12</td>
<td>Mar 24</td>
<td>WMS-IV Checkout Introduction to the ACS Assessing Suboptimal Effort Predicting Premorbid Abilities</td>
<td>Scored and Interpretive Report of Provided WISC-IV 1 ACS Manual Chapters 3 and 4</td>
</tr>
<tr>
<td>14</td>
<td>Apr 7</td>
<td>Introduction to the WPPSI-IV Subtest Administration Test Scoring and Interpretation</td>
<td>WMS-IV Administration and Scored Protocol 1 (recorded one)</td>
</tr>
<tr>
<td>15</td>
<td>Apr 14</td>
<td>WAIS-IV iPad administration</td>
<td>WMS-IV Administration and Scored Protocol 2 (in class)</td>
</tr>
<tr>
<td>16</td>
<td>Apr 21</td>
<td>Final Exam</td>
<td>Scored and Interpretive Report of Provided WAIS-IV and WMS-IV</td>
</tr>
</tbody>
</table>