

Cognitive Assessment of the Adult

Course Description

Training in administration/interpretation of psychological measures to assess cognitive abilities. Prerequisite: graduate standing in psychology.

- This course is designed to introduce masters-level students in clinical psychology to the fundamentals of cognitive assessment in adults.
- The following assessment techniques will be reviewed in this course: administration, scoring, and interpretation of cognitive tests; writing integrated reports; and providing feedback.

Class Meetings

- Wednesdays, 9:00 a.m. – 11:50 a.m., AH 0333

Instructor & Teaching Assistant

Dan Segrist, Ph.D.

- Alumni Hall, 0125
- 618-650-3159
- dsegrist@siue.edu

Office hours:

- ⇒ Monday: 1:30 p.m. – 3:00 p.m.
- ⇒ Tuesday: 9:00 a.m. – 10:30 a.m.

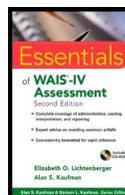
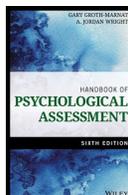
If you can't meet during these times, don't hesitate to talk with me about scheduling another time to meet.

Amanda Raymond

- amraymo@siue.edu
- Office hours by appointment

Required Textbooks, Readings, and Materials

- Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment (6th ed.)*. New York: Wiley.
- Lichtenberger, E.O. & Kaufman, A. S. (2013). *Essentials of WAIS-IV assessment (2nd ed.)*. New York: Wiley.
- Other readings as assigned
- Clipboard
- Digital stopwatch (you may NOT use your phone as a stopwatch)



Always bring the Groth-Marnat book to class

Bring the Kaufman & Lichtenberger book to class when we are covering the WAIS-IV

Course Objectives:

- ◇ Demonstrate knowledge related to the theory, principles, and issues underlying cognitive assessment in adults
- ◇ Administer, score, and interpret the MMSE, WAIS-IV, WMS, and Bender Gestalt-II
- ◇ Interpret test protocols and effectively write corresponding reports based on test results
- ◇ Demonstrate professionalism in interactions with volunteers, colleagues, and report writing

Textative Schedule

- August 21** Review syllabus
 Introductions
 Resource Center and lab space (for testing)
- August 28** Ethical and professional issues
 Overview of cognitive assessment
 Mini Mental Status Exam (MMSE)
- **READ: Goldfinger & Pomerantz — Chapter 1 (pp. 4-5), Chapter 14; Groth-Marnat – Chapter 1, Chapter 2 (pp. 39-67), Chapter 3 (pp. 93-99)**
- September 4** WAIS-IV overview
 WAIS-IV administration
- **READ: Groth-Marnat – Chapter 5 (pp. 139-196 [excluding WISC material]); Lichtenberger & Kaufmann – Chapters 1 & 2; WAIS-IV manual – Chapter 2 (pp. 21-42), Chapter 3 (pp. 63-155); Sattler & Ryan – tables 2.18, 2.20; Weiss et al. — table 2.1**
 - **DUE: Team Presentation on WAIS-IV subtest**
Bring WAIS-IV kit to class
- September 11** WAIS-IV administration
Bring WAIS-IV kit to class
- September 18** WAIS-IV scoring
- **READ: Lichtenberger & Kaufmann – Chapter 3; WAIS-IV manual (pp. 43-62)**
 - **DUE: Reflection on WAIS-IV practice administration**
Bring WAIS-IV kit to class
- September 25** WAIS-IV scoring
 WAIS-IV interpretation
- **READ: Lichtenberger & Kaufmann – Chapter 4 and Chapter 5 (pp. 150-172, 175-179, 184–192)**
Bring WAIS-IV kit to class
- October 2** WAIS-IV interpretation
- **DUE: WAIS-IV scored protocol #1, videotape, and reflection on videotape review**
Bring WAIS-IV kit to class
- October 9** Report writing
- **READ: Groth-Marnat – Chapter 15 (pp. 730-743); Sattler & Ryan — Table B-7**

Textative Schedule

- October 16** Weschler Memory Scale (WMS) Administration
- **READ: Drozdick et al.—Chapter 2; Groth-Marnat – Chapter 6; WMS-IV manual**
 - **DUE: Team presentation on WMS-IV subtest**
 - **DUE: WAIS-IV scored protocol #2**
- Bring WMS-IV kit to class*
- October 23** Weschler Memory Scale (WMS-IV) Scoring
- **READ: WMS-IV manual**
 - **DUE: WAIS-IV Report #1**
- Bring WMS-IV kit to class*
- October 30** Wechsler Memory Scale (WMS-IV)
- Bring WMS-IV kit to class*
- November 6** Neuropsychological testing
Bender-Gestalt II
- **READ: Groth-Marnat — Chapter 12 (pp. 615-620, 633-645); Bender-Gestalt II manual — Chapters 1, 2, & 3; Sacks — *The man who mistook his wife for a hat and Eyes right!***
 - **DUE: WAIS-IV scored protocol #3 and videotape**
- November 13** NAB Naming Test, Comprehensive Trail-Making Test (CTMT), Stroop Color and Word Tests
WAIS-IV Supplemental Subtests (Comprehension, Letter-Number Sequencing, Figure Weights, Picture Completion, Cancellation)
- **READ: NAB Naming Test Professional Manual (pp. 1-2); CTMT Examiner’s Manual (pp. 2-5); Stroop Color and Word Test Manual**
 - **DUE: WAIS-IV Report #2**
- Bring WAIS-IV kit to class*
- November 20** WAIS-IV iPad administration
- **READ: Lichtenberger & Kaufman — Chapter 11**
- November 27**  **NO CLASS — THANKSGIVING HOLIDAY** 
- December 4** • **DUE: WAIS-IV Report #3; WMS scored protocol**
- December 11** • **DUE: Bender-Gestalt II, NAB Naming Test, CTMT, and Stroop Color and Word Test Protocols**
(Exam Week)

Course Policies

Attendance

- Emergencies come up for a variety of reasons, so if you need to miss or be late for class please notify me as soon as possible. However, DO NOT call, text, or email me or one of your classmates while you are driving! Wait until you can safely call, text, or email. One unexcused absence will be allowed without penalty. After that your final grade will drop one letter for each subsequent unexcused absence. An absence is considered excused if it is due to medical necessity or family/personal emergency. In such cases some type of documentation is required.
-

Reading and Participation

- This is a reading-intensive course. Much of the reading in this course focuses on test administration, scoring, and interpretation. Consequently, it is critical to keep up with the reading so that you can participate in discussions, ask informed questions, and understand the material as we cover it.
 - As a graduate student you are expected to actively participate in class. We all learn from each other's comments and questions.
-

Professionalism and Professional Courtesy

- You are expected to interact with assessment volunteers in a professional manner. The students who volunteer for assessments have agreed to give up a large block of time. Please treat the volunteers with the respect that you would give a client. This includes being on-time and professionally dressed (e.g., business casual) for your assessment sessions. **Note:** Assessment sessions must be scheduled on weekdays, begin no earlier than 8:00 a.m., and end no later than 4:30 p.m.
 - The Resource Center has a limited number of test manuals, scoring templates, etc. Neither the templates nor the manuals can leave the Resource Center. As this mirrors "real-life" settings, this will give you a good opportunity to practice your professional courtesy skills (sharing and communication). Be sure to look ahead in the syllabus to identify and negotiate potential conflicts.
-

Openness to Feedback

Learning to write meaningful and effective assessment reports is challenging. Because the nature and style of assessment reports often varies by clinical setting and/or clinical supervisor it is important to demonstrate flexibility in your ability to write assessment reports. Consequently, it is **equally important to exhibit openness to feedback regarding your assessment reports.**

Course Policies

Timeliness

- **Late assignments will not be accepted.** All protocols and reports are due at the beginning of class on the assigned due date. Because this is an assessment course, and assessment reports are typically completed within established deadlines, timeliness is a professional issue we will stress in this course. Only in extreme circumstances and with my prior approval can late assignments be considered. Unless otherwise noted, if a late assignment is approved, it will be docked one letter grade each day it is late.
-

Academic Dishonesty

- In keeping with ethical standards it is critical that you accurately report on your testing protocol and not “make-up” personal information, test data, or submit bogus assessment reports. Using a classmate’s scores instead of calculating those scores yourself also constitutes academic dishonesty/plagiarism.
-

Confidentiality, Validity, and Copyright Issues

- It is unethical to share test content, format, or results with others outside of this class. Doing so will compromise the validity of these tests. Treat test protocols with the same respect that you would an actual client’s. Additionally, as a matter of both professionalism and respect for confidentiality it is critical that you treat the test results confidentially and avoid discussing anonymous results in public settings.
-

Report Format

- The assessment reports you turn in should be neat, organized and professionally presented. The report itself as well as the ancillary materials included (e.g., profile sheets, answer sheets) should be neat and well-formatted. This means that you should keep profile sheets and answer sheets in a safe place where they will not become dog-eared or torn. Because the testing materials are expensive you should not plan to use a profile sheet as a “rough” draft and then one as a final copy. Also, be sure your printer toner is not low and that the quality of the print is professional—“my printer ran out of ink” or “the printer in the Resource Center isn’t working” are not acceptable excuses for turning in a report late or turning in a report that is not professional in appearance. Points will be deducted if report materials are not presented neatly. Not stapling a report will result in the drop of a letter grade for that report (in addition to any other points lost for other reasons).
-

Scoring Mistakes

- Because mistakes in the scoring of an assessment can result in inaccurate interpretations, reports, diagnoses, and potential treatment for clients, **errors are heavily weighted.** **BE SURE TO DOUBLE CHECK YOUR SCORING!**
-

Course Policies

Grammar, Spelling, and Punctuation

- Your assessment reports are a reflection of your professionalism. Poor grammar, typos, and spelling errors unfortunately discredit your credibility as a clinician. Consequently, grammar, spelling, and punctuation mistakes in your assessment reports are heavily weighted in this course. Be sure to proofread your reports carefully!
-

Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

Department of Psychology Statement on Writing

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant)

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/lss/writing/resources.shtml>).

If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

- **The penalty for unacceptable writing includes a loss of points on the assignment paper as well as the possibility of a failing grade for that assignment.**
-

Course Policies

Department of Psychology Statement on Plagiarism

- Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.
- **Copying assessment results/report text from someone else's report or from one of your own previous assessment reports and presenting it in a new assessment report is considered plagiarism.**

Resource Center Hours for Fall 2018

Monday - Thursday: 8:30 a.m. to 5:00 p.m.; Friday: 10:00 a.m. to 4:00 p.m.

Grading

MMSE component of reports (3)	15 points (5 points each)
Team presentation for WAIS-IV subtests	20 points
Reflection on WAIS practice administration	5 points
Reflection on first WAIS administration	10 points
WAIS-IV administration (2)*	20 points (10 points each)
WAIS-IV scored protocol (3)*	30 points (10 points each)
WAIS-IV reports (3)	60 points (20 points each)
Team presentation for WMS-IV subtests	20 points
WMS scored protocol	10 points
Bender-Gestalt II scored protocol**	5 points
NAB Naming Test scored protocol**	5 points
Comprehensive Trail-Making Test scored protocol**	5 points
Stroop Color and Word Test scored protocol**	5 points
<u>Approach to the class</u>	
• Professionalism	10 points
• Preparation	10 points

Final Grade: Your final grade will be based on your accumulated points as follows:

A = 207 — 230 points

B = 184 — 206 points

C = 161 — 183 points

D = 138 — 160 points

F < 138 points

**you must earn an average of 6 on the WAIS Administration and Scoring to pass the class. If you receive a score between 6 and 7.5 you may be required to submit another WAIS tape and protocol. You will be responsible for finding participants for this submission.*

***you will administer the Bender-Gestalt II, Naming Test, Comprehensive Trail-Making Test, and the Stroop Color and Word Test to the same volunteer.*
