

**COGNITIVE ASSESSMENT OF THE ADULT  
PSYCHOLOGY 541B-001  
FALL 2023**

**PROFESSOR**

Dan Segrist, Ph.D.  
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**GRADUATE ASSISTANT**

Katelyn Scott

**OFFICE HOURS – Dr. Segrist**

I am happy to meet with you via Zoom whenever you have questions or would like to discuss course material. My regular Zoom office hours are Monday 9:00 a.m. – 11:00 a.m. But if you'd like to meet at a different time, just email me to let me know what days/times work for you and we can set up a time to meet. The link for my Zoom office hours is:

<https://siue.zoom.us/j/3376880271>

**OFFICE HOURS – Katelynn Scott**

Friday 1:00 p.m. – 2:00 p.m.

**CLASS MEETINGS**

Wednesdays, 12:00 p.m. – 2:50 p.m.  
Alumni Hall, Room 0201

**REQUIRED TEXTBOOKS, READINGS, & MATERIALS\***

- Groth-Marnat, G. & Wright, A. J. (2016). *Handbook of psychological assessment, Sixth Edition*. 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

## **PREREQUISITES**

Graduate standing in Psychology

## **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.

## **COURSE OBJECTIVES**

Students who are successful in meeting the objectives of this course will be able to:

- 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
- Demonstrate responsiveness to feedback

## **CLASS GUIDELINES & POLICIES**

- **Attendance and Participation.** You are expected to attend and participate in each class unless illness, an emergency, or some other significant issue prevents you from doing so. Throughout your time in this course, please make your health a priority. If you or your significant others are dealing with health-related issues that interfere with your ability to perform in this course, please let me know. 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.
- **Read all assigned material BEFORE class.** 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.
- **During class.** Please do not engage with other electronic media during class (e.g., email, texting, checking social media, surfing the web).

- **Late assignments.** All assignments are due at the beginning of class on the assigned due date unless otherwise noted. 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 will 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 or modeling your assessment report after another student’s report also constitutes academic dishonesty/plagiarism.
- **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!
- **Grammar, Spelling, and Punctuation.** Your assessment reports reflect 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. The assessment reports you turn in should be neat, organized and professionally presented. Be sure to proofread your reports carefully!
- **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.
- **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 any client’s assessment materials. 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 or in electronic venues.
- **Professionalism.** 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

### **DEPARTMENT OF PSYCHOLOGY POLICY 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.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<https://www.siu.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 corresponding assignment as well as the possibility of a failing grade for that assignment.

### **DEPARTMENT OF PSYCHOLOGY POLICY 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.

- 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.

### **DEPARTMENT OF PSYCHOLOGY POLICY ON WITHDRAWALS AND INCOMPLETE GRADES**

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siu.edu/registrar/class/dropping.shtml>).

The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

## **COVID-19 POLICIES SPECIFIC TO THIS COURSE**

It is imperative that you make your health and the health of your volunteers a priority during this semester. In facilitating that, the following guidelines should be followed when interacting with volunteers.

- Prior to beginning the assessment, please ask the volunteer to complete the COVID screener. If the volunteer responds “Yes” to any of the items, you should discontinue the session.
- Although this can make administration of cognitive assessments awkward, you should maintain a 6-ft. distance from testing volunteers (unless you live in the same household as the volunteers).
- You should provide each volunteer with a new, unused pencil for each administration
- Following each WAIS assessment, you should wipe down the Block Design blocks with a disinfectant wipe.

## **UNIVERSITY POLICIES**

### *Academic integrity/plagiarism*

Students are reminded that the expectations and academic standards outlined in the [Student Academic Code \(3C2\)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location.

Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University’s Student Academic Conduct Code](#).

***Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE’s academic policy and is prohibited.***

### *Recordings of Class Content*

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here:

<https://www.siue.edu/policies/3c1.shtml>.

### *Diversity and Inclusion*

SIUE is committed to respecting everyone’s dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The [Inclusive Excellence, Education, and Development Hub](#) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Lindy Wagner, Assistant Vice Chancellor for Inclusive Excellence, Education and Development at

(618) 650-3179 or [linwagn@siue.edu](mailto:linwagn@siue.edu).

### ***Pregnancy and Newly Parenting Policy***

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

### ***Technology Privacy Information***

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

## **ADDITIONAL SUPPORT**

### ***Services for 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 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

### ***Academic and Other Student Services***

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

### *Cougar Care*

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siu.edu](http://cougarcare.siu.edu) or by calling [618-650-2842](tel:618-650-2842).

### *Student Success Coaches*

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

### *Subject to change notice*

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

## GRADES

- Mini Mental Status Examination (3) 15 points (5 points each)
  - Team presentation for WAIS-IV subtests 20 points
  - Reflection on WAIS-IV practice administration 5 points
  - Reflection on WAIS-IV administration #1 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-IV 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
  - Approach to Class
    - Preparation 10 points
    - Professionalism 10 points\*\*\*
    - Receptivity/Response to Feedback 10 points\*\*\*
  - Final Exam if needed
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- **Final Grade:** Your final grade will be based on your accumulated points as follows:
    - A = 216 – 240 points**
    - B = 192 – 239 points**
    - C = 168 – 191 points**
    - D = 144 – 167 points**
    - F < 144 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 record another WAIS-IV administration and submit its scored protocol.

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

\*\*\* if you score lower than 8 points on this you may be required to administer an additional WAIS-IV and submit its scored protocol and report.



## TENTATIVE CLASS SCHEDULE

### AUGUST 23

- Review of syllabus and course

### AUGUST 30

- Procedural Issues
- Introduction to Cognitive Assessment
- Mini Mental Status Exam
- WAIS-IV Kit Pickup

### SEPTEMBER 6

*Bring WAIS-IV kit to class*

- Overview of WAIS-IV
- **READ:**
  - Groth-Marnat – Chapter 5 (pp. 139-196, excluding WISC material)
  - Lichtenberger & Kaufmann – Chapter 1
- **DUE: Team Presentation on WAIS-IV subtests**

### SEPTEMBER 13

*Bring WAIS-IV kit to class*

- WAIS-IV Administration
- **READ:**
  - Lichtenberger & Kaufmann – Chapter 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

### SEPTEMBER 20

*Bring WAIS-IV kit to class*

- WAIS-IV Administration

### SEPTEMBER 27

*Bring WAIS-IV kit to class*

- WAIS-IV Scoring
- **READ:**
  - Lichtenberger & Kaufmann – Chapter 3
  - WAIS-IV manual – Chapter 2 (pp. 43-62)
- **DUE: Reflection on WAIS-IV practice administration**

### OCTOBER 4

*Bring WAIS-IV kit to class*

- WAIS-IV Scoring
- WAIS-IV Interpretation
- **READ:**
  - Lichtenberger & Kaufmann – Chapter 4 (pp. 119-142), Chapter 5 (pp. 150-172, 175-179, 184-192)

### OCTOBER 11

- WAIS-IV Interpretation
- **DUE: WAIS-IV scored protocol #1**
- **DUE: Recording of WAIS-IV administration #1**
- **DUE: Reflection on WAIS-IV administration #1**

### OCTOBER 18

- Report Writing
- READ:
  - Sattler & Ryan — Table B-7

### OCTOBER 25

- WMS-IV Overview
- READ:
  - Groth-Marnat – Chapter 6
  - Drozdick et al. – Chapter 2
  - WMS-IV manual
- **DUE: WAIS-IV scored protocol #2**

### NOVEMBER 1

*Bring WMS-IV kit to class*

- WMS-IV Administration
- **DUE: Team presentation on WMS-IV subtests**
- **DUE: WAIS-IV Report #1**

### NOVEMBER 8

*Bring WMS-IV kit to class*

- WMS-IV Scoring

### NOVEMBER 15

- Neuropsychological Testing
- Bender-Gestalt II
- READ:
  - *The man who mistook his wife for a hat* and *Eyes right!*
  - Groth-Marnat — Chapter 12 (pp. 615-620, 624-645)
  - Bender-Gestalt II manual — Chapters 1, 2, & 3
- **DUE: WAIS-IV scored protocol #3**
- **DUE: Recording of WAIS-IV administration #3**

## **NOVEMBER 22**

- **NO CLASS – THANKSGIVING BREAK**

## **NOVEMBER 29**

- NAB Naming Test, Comprehensive Trail-Making Test (CTMT), Stroop Color and Word Test
- **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**

## **DECEMBER 6**

*Bring WAIS-IV kit to class*

- WAIS-IV Supplemental Subtests (Comprehension, Letter-Number Sequencing, Figure Weights, Picture Completion, Cancellation)
- **READ:**
  - **WAIS-IV Manual (pp. 156-204)**
- **DUE: WMS-IV Scored Protocol**

## **FINALS Week**

- No class
- **DUE: WAIS-IV Report #3**
- **DUE: Scored Protocols for Bender-Gestalt II, NAB Naming Test, CTMT, and Stroop Color and Word Test Protocols**