

PSY-6220: COGNITIVE ASSESSMENT
Syllabus, Fall 2018; August 29, 2018
Class: W 1:00-3:40, UH 1610
Lab: Th 8:30-9:30

| | |
|---------------|--|
| Instructor: | Greg Meyer |
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| Office Hours: | W 4-6pm by appt., R 5-6pm by appt., F 1-3pm by appt. |
| TA: | Emily O’Gorman |
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| Office Hours: | R 12-1pm, or by appt. |

Course Goals:

This course is designed to serve four main goals. First, it provides the knowledge and skills necessary to administer, score, and interpret four commonly used tests of cognitive ability: the Wechsler Adult Intelligence Scale - Fourth Edition (WAIS-IV), the Wechsler Memory Scale - Fourth Edition (WMS-IV), the Wechsler Individual Achievement Test - Third Edition (WIAT-III), and the Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V). To use these instruments in applied practice, it is necessary to understand their psychometric foundations, so the course provides an overview of psychometric theory and specific data for each test. Second, the course provides a review of applied and theoretical topics, as well as historical and ongoing debates in the field of intelligence and cognitive or neuropsychological assessment. Third, it provides opportunities to learn how to communicate test findings in professional formats, through written reports and oral presentations. Finally, the class provides an introduction to several other neuropsychological measures that psychologists commonly use to assess learning disabilities, attention deficits, and sub-optimal effort (e.g., Delis-Kaplan Executive Function System [D-KEFS], Paced Auditory Serial Addition Test, Continuous Performance Test, Test of Memory Malingering).

By the end of the course, you should be able to demonstrate the following:

1. Accurate administration of the WAIS, WMS, WIAT, and WISC.
2. Accurate scoring of the WAIS, WMS, WIAT, and WISC.
3. Accurate understanding of what is measured by each subtest and composite score on the WAIS, WMS, WIAT, and WISC.
4. Accurate interpretation of WAIS, WMS, WIAT, and WISC results, as demonstrated in written reports.
5. Ability to write meaningful and perceptive behavioral observations.
6. Ability to solicit relevant history information from a volunteer client.
7. Beginning capacity to integrate results from several tests with observed behavior and history information to provide consultation to others and address applied referral questions (e.g., LD, ADHD).
8. Ability to orally communicate relevant test results, history, observed behavior, and clinical inferences in a clear, organized, and professional manner.
9. Understanding of the history of psychological testing and of cognitive assessment in particular.
10. Understanding of the main controversies in the field and the primary systems of thought for understanding these controversies, including:
 - a. the general validity of IQ,
 - b. race and IQ,
 - c. genetic and environment influences on IQ, and
 - d. the structure of cognitive abilities.
11. Knowledge of the main methods for determining the reliability and validity of tests and an understanding of their strengths and limitations.

12. Understanding of true score theory and its application to assessment instruments.
13. Knowledge of diagnostic validity statistics and their implications for clinical inference.

If you experience a disability and would like information about support services, please contact Disability Support Services, Rocket Hall, Room 1820 (419-530-4981 or TTY: 419-530-2612; fax: 419-530-6137).

Prerequisites:

None listed (a previous course in measurement would be helpful; students typically are in the Ph.D. Clinical Psychology program).

Texts and Readings:

Required:

Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment* (6th ed.). Hoboken, NJ, US: John Wiley & Sons, Inc.

Technical and Administration Manuals for the WAIS-IV, WIAT-III, WISC-V, and WMS-IV. These are located in the clinic equipment room. Remember to use standard sign-out procedures and ensure that at least one manual and test kit remains in the equipment room at all times.

Various Handouts and Articles

Recommended:

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

Breaux K. C., & Lichtenberger, E. O. (2016). *Essentials of KTEA-3 and WIAT-III assessment*. Hoboken, NJ, US: John Wiley & Sons, Inc.

Drozdzick, L. W., Holdnack, J. A., & Hilsabeck, R. C. (2011) *Essentials of WMS-IV assessment* New York, NY, US: John Wiley & Sons, Inc.

Flanagan, D. P., & Alfonso, V. C. (2010). *Essentials of Specific Learning Disability Identification*. New York: Pearson Education, Inc.

Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V assessment*. Hoboken, NJ, US: John Wiley & Sons, Inc.

Flanagan, D., & Harrison, P. L. (2012). *Contemporary intellectual assessment: Theories, tests, and issues* (3rd ed.). New York, NY, US: Guilford.

Holdnack, J. A., Drozdick, L., Weiss, L. G., & Iverson, G. L. (Eds) (2013). *WAIS-IV, WMS-IV, and ACS: Advanced clinical interpretation*. San Diego, CA, US: Academic Press.

Kaufman, A. S., Raiford, S. E., & Coalson, D. L. (2016). *Intelligent testing with the WISC-V*. Hoboken, NJ, US: John Wiley & Sons, Inc.

Lichtenberger, E. O., & Kaufman, A. S. (2013). *Essentials of WAIS-IV assessment* (2nd ed.). Hoboken, NJ, US: John Wiley & Sons, Inc.

Weiss, L. G., Saklofske, D. H., Coalson, D., & Raiford, S. E. (2010). *WAIS-IV clinical use and interpretation: Scientist-practitioner perspectives*. San Diego, CA, US: Academic Press.

Weiss, L. G., Saklofske, D. H., Holdnack, J. A., & Prifitera, A. (2015). *WISC-V assessment and interpretation: Scientist-practitioner perspectives*. San Diego, CA, US: Academic Press.

Other Supplies: Clipboard, stopwatch, calculator, pencils

Course Requirements:

1. Attend and participate in class and labs.
2. Read the test manuals and supplemental materials distributed during the course.
3. Administer, score, and interpret tests.
4. Score and interpret tests protocols provided to you.
5. Successfully complete quizzes and the final exam.

6. Lead class discussion on at least one topic.
7. Present test data and lead discussion on case material obtained from a volunteer.
8. Understand and demonstrate ethical test practices.
9. Submit all written material in a typed format.

| Tests | # Administered | # Scored | # Interpreted |
|--------------|-----------------------|-----------------|----------------------|
| WAIS-IV | 4 | 5 | 3 |
| WMS-IV | 2 or 3 | 2 or 3 | 2 |
| WIAT-III | 2 or 3 | 2 or 3 | 2 |
| WISC-V | 1 | 2 | 1 |

One premise of this class is that it is more useful to learn about tests when you have multiple sources of information from a single person. Ideally, over the course of the semester, each of you would evaluate your own volunteers with multiple measures, score the tests you administer, and then write cohesive and integrative reports based on this individualized testing. However, it is difficult to carefully and knowledgeably guide your work when each of you are testing many different people over the course of the semester because the scoring for each test administration would need to be thoroughly checked and we would need to know the history, behavioral observations, and test data for each person in order to guide your accurate clinical interpretation of the test material. To balance the experience of testing your own volunteers and also guiding your scoring and interpretation, administration skills will largely be assessed separate from scoring and interpretation skills.

Test administrations will be conducted in a graduated fashion. You will begin by reviewing the test materials and practicing the administration yourself. Following this, you will practice as needed with your class partner (see below) as a way to prepare for a proficiency administration with the TA. Subsequently, working on your own you will administer tests to a volunteer and be supervised by the TA via videotape.

Although you will score the tests you administer, the most heavily weighted test scoring and interpretation will be conducted on protocols provided to you. In addition to test responses, these protocols may include brief history information and behavioral observations.

Partners and Volunteers: At the beginning of the semester, you will partner with one or two others in the class so that you can work together to practice proper test administration. For three tests – the WAIS-IV, WMS-IV, and WIAT-III – the TA will evaluate you together on a proficiency administration that you must pass before testing your own volunteer. For the WISC-V, there will not be a proficiency administration with the TA but instead you and your partner(s) will jointly test a volunteer, with each of you serving as a coach for the other.

You will also test three volunteers on your own, administering the WAIS-IV, WMS-IV, WIAT-III and optional ancillary neuropsychological tests to assess ADD/ADHD or LD. The first volunteer will be given the WAIS and WMS, the second will receive the WAIS and the WIAT, and the last will get the WAIS and either the WMS or the WAIT. For each of these volunteers you will conduct a brief interview focused on cognitive functioning and videotape your interview and administration. These videos will be reviewed by the TA.

When organized by week in the semester, the test administration schedule is below (note, this schedule does not include test scoring and interpretation).

| Wk | Date | Examinee | Completed Administration Task |
|-----------|-------------|-----------------|--|
| 01 | 08/29 | | |
| 02 | 09/05 | self | WAIS-IV |
| 03 | 09/12 | TA | WAIS-IV proficiency test with partner |
| 04 | 09/19 | self | WMS-IV |
| 05 | 09/26 | TA | WMS-IV proficiency test with partner |
| 06 | 10/03 | Volunteer 1 | solo WAIS-IV and WMS-IV; on videotape with interview |

| | | | |
|----|-------|-------------|--|
| 07 | 10/10 | self | WIAT-III |
| 08 | 10/17 | TA | WIAT-III proficiency test with partner |
| 09 | 10/24 | Volunteer 2 | solo WAIS-IV and WIAT-III; on videotape with interview |
| 10 | 10/31 | self | WISC-V |
| 11 | 11/07 | Volunteer 3 | WISC-V, joint administration with partner |
| 12 | 11/14 | Volunteer 4 | solo WAIS-IV and WMS-IV or WIAT-III; on videotape with interview |
| 13 | 11/21 | | |
| 14 | 11/28 | | |
| 15 | 12/05 | | |

When jointly administering the WAIS-IV, WMS-IV, WIAT-III, and WISC-V for the first time to the TA or to Volunteer 3, each of you will take responsibility for administering about half of the subtests while your partner serves as a coach. The coach's job is to help out and she or he will function in a semi-supervisory capacity, making written notes, completing the Administration Checklist, and providing verbal reminders on test administration techniques. Like the TA, the coach will make comments and suggestions to the test administrator during the testing to address any mistakes or issues that emerge. When serving as a coach, your written and verbal comments should be helpful and supportive at the same time that they may be corrective. The goal of this collaboration is to learn proper technique, not to execute a perfect administration. Thus, testing should be interrupted and subtests administered again whenever it is necessary to make corrections during the course of the administration.

If there are an odd number of students in the class, one partnership will consist of three people. Each student will still serve as the primary coach for half of the subtests and as the test administrator for half of the subtests with a volunteer. To accommodate this, a total of 1.5 tests will be administered (Student 1 observes Student 2 for the 1st half of testing, Student 2 observes Student 3 for the 2nd half, and Student 3 observes Student 1 for the repeated half). Test administration for the WISC-V can be completed with two different volunteers, though it would be easiest to have a single volunteer repeat half of the subtests.

For Volunteers 1, 2, and 4, you may work with your partner(s) if you like. However, each of you will complete a full test administration with your own volunteer. Thus, if you work with your partner(s), you will observe all of his or her testing with a volunteer before switching and having your partner observe all of your testing with a different volunteer.

For each volunteer, you will write a summary of his or her behaviors seen during the testing (i.e., the behavioral observation section of a report) and complete a test administration checklist. For Volunteers 1, 2, and 4, you will also conduct a relatively brief interview and write up the information you obtain in the kind of history section that is commonly included in a professional report. The history and interview should focus mainly on the volunteer's cognitive functioning, attention and concentration, and academic history, including interests, skills, and difficulties with particular kinds of coursework. It is not a mental health interview. Administrations with all volunteers will be videotaped so the TA can review your skills.

Consent Forms and Confidentiality: Volunteers must sign a consent form for testing. If a volunteer is younger than 18 years old (which includes some of the undergraduates who sign up for the adult WAIS-IV or WMS-IV testing), they will have a signed consent form from their parent or legal guardian to participate on SONA, but should still sign an assent form. The volunteer's name and any other information that could clearly identify him or her **should not appear on any of the testing materials**. Instead, assign each volunteer a code name or a code number to ensure confidentiality. The same procedure can be used when presenting case material in class.

Grading: For each test, relatively equal emphasis will be placed on administration, scoring, and written interpretation. It is essential to practice self-administration and scoring for each test even though you will not receive points for this work. Some necessary testing tasks, such as the proficiency administrations, are graded as Pass or Fail. If you do not receive a passing grade, the task has to be repeated until adequate performance is

demonstrated.

To assess knowledge of psychometric and conceptual issues associated with cognitive assessment, I anticipate giving three to five brief quizzes and a final exam. In addition, each student will lead at least one class discussion on a pre-specified topic. In consultation with me, you will select two or three supplemental readings, distribute them to the class a week in advance, and then take responsibility for leading a PowerPoint driven discussion on the topic, turning in your slides after that. Finally, during the final few weeks of the semester each student will present at least one of their volunteer cases to the class for an hour of discussion. The presentation will include an overview of history and relevant behavioral observations, as well as the testing data. After the factual information has been presented, the whole class will participate in a discussion of the information. For the written case interpretations, you will follow example reports to provide a context for the assessment, a detailed description of performance on the measure, and a brief summary. For C6, in addition to creating a context for the case, you will write an integrative summary of the test results, as well as your conclusions and recommendations based on the assessment data. Your integrated summary should give a general understanding of the examinee's performance, and should reference specific test results to answer the referral question.

A summary of the graded assignments is presented below.

| Examinee | Assignment/Task | Points | Sum |
|-----------------|---|---------------|------------|
| Self | WAIS-IV administration & scoring | 0 | |
| | WMS-IV administration & scoring | 0 | |
| | WIAT-III administration & scoring | 0 | |
| | WISC-V administration & scoring | 0 | |
| | | | |
| TA Proficiency | WAIS-IV administration | P/F | |
| (with partner) | WMS-IV administration | P/F | |
| | WIAT-III administration | P/F | |
| | | | |
| Volunteer 1 | WAIS-IV administration | 10 | |
| (on your own) | WAIS-IV scoring | 10 | |
| | WAIS-IV Admin. Checklist | P/F | |
| | WMS-IV administration | 10 | |
| | WMS-IV scoring | 10 | |
| | WMS-IV Admin. Checklist | P/F | |
| | Brief Interview | P/F | |
| | Typed History & Behavioral Observations | 10 | |
| | Videotaped Administration | P/F | 50 |
| | | | |
| Volunteer 2 | WAIS-IV administration | 10 | |
| (on your own) | WAIS-IV scoring | 10 | |
| | WAIS-IV Admin. Checklist | P/F | |
| | WIAT-III administration | 10 | |
| | WIAT-III scoring | 10 | |
| | WIAT-III Admin. Checklist | P/F | |
| | Brief Interview | P/F | |
| | Typed History & Behavioral Observations | 10 | |
| | Videotaped Administration | P/F | 50 |
| | | | |
| Volunteer 3 | WISC-V administration | 10 | |
| (with partner) | WISC-V scoring | 10 | |
| | WISC-V Admin. Checklist | P/F | |
| | Typed Behavioral Observations | 05 | 25 |

| Examinee | Assignment/Task | Points | Sum |
|--------------------|--|--------|-----|
| Volunteer 4 | WAIS-IV administration | 10 | |
| (on your own) | WAIS-IV scoring | 10 | |
| | WAIS-IV Admin. Checklist | P/F | |
| | WMS-IV or WIAT-III administration | 10 | |
| | WMS-IV or WIAT-III scoring | 10 | |
| | WMS-IV or WIAT-III Admin. Checklist | P/F | |
| | Brief Interview | P/F | |
| | Typed History & Behavioral Observations | 10 | |
| | Videotaped Administration | P/F | 50 |
| | | | |
| Clinical case 1 | WAIS-IV scoring | 20 | |
| | WAIS-IV interpretation | 20 | 40 |
| | | | |
| Clinical case 2 | WMS-IV scoring | 20 | |
| | WMS-IV interpretation | 20 | 40 |
| | | | |
| Clinical case 3 | WAIS-IV scoring | 20 | |
| | WAIS-IV interpretation | 20 | 40 |
| | | | |
| Clinical case 4 | WIAT-III subtest scoring | 10 | |
| | WIAT-III process scoring | 10 | |
| | WIAT-III interpretation | 20 | 40 |
| | | | |
| Clinical case 5 | WISC-V scoring | 20 | |
| | WISC-V interpretation | 20 | 40 |
| | | | |
| Clinical case 6 | Integrated interpretation of WAIS, WMS, and WIAT | 50 | 50 |
| | | | |
| Quizzes | (10 points each; anticipate 5 over the semester) | 50 | 50 |
| In Class Final | | 50 | 50 |
| Topic Presentation | | 20 | 20 |
| Case Presentation | | 20 | 20 |

Total Points = 565;

Lowest values for grades: A = 93% (525), A- = 90% (508), B+ = 87% (491), B = 83% (468), B- = 80% (452), C = 70% (396), D = 60% (339)

Collaboration: I encourage you to collaborate with each other during all phases of test administration, scoring, and interpretation because this is an excellent way to learn. You gain knowledge when you ask others what they know and when you try to explain to others what you believe. Nonetheless, even though collaboration is encouraged and expected, *all products you submit for grading (scoring, behavior observations, history information, test interpretation, quizzes, and the exam) must be completed and written on your own and without input from others.*

| Wk | Date | Topic | Assignment Due at Class | Readings Due | Lab Activity |
|----|-------|--|---|--|---|
| 01 | 8/29 | Introduction to course; Frequency of test usage (now and historically); WAIS-IV overview & common WAIS/WISC admin. errors | | | Orientation, equipment room, and WAIS admin. |
| 02 | 9/05 | WAIS basics; General considerations when selecting and using a test; Role and limits of clinical judgment; Phases in clinical assessment; Report writing and feedback; Behavioral observations and the Mental Status Exam; Taking a history | Self: WAIS admin & score (due by lab on 9/06) TA: WAIS proficiency scheduled | GMW Chs. 1-4 WAIS CL, AM (Ch. 1), TM (Ch. 1) | WAIS: Proficiency Admin prep; Scoring decisions and calculating the IQ and Index Scores |
| 03 | 9/12 | Historical overview of IQ, achievement, and cognitive functioning; Models of cognitive ability: Binet, Wechsler, Gardner, Spearman, Terman, Cattell, and Carroll; WAIS interpretation: Scaled Scores and IQ & Index Scores <i>Presentation Topic 1: The general validity of IQ – Presenter: TBD</i> | TA: WAIS proficiency administration (completed by lab on 9/13) | WAIS AM (Ch. 2 & 3), TM (Ch. 2 - skim) | WAIS Proficiency Admin; Practice scoring V, C, & S |
| 04 | 9/19 | WAIS as a measure of intelligence; WAIS norms, reliability, and validity <i>Presentation Topic 2: Race and IQ – Presenter: TBD</i> | C1: WAIS scoring V1: Scheduled Self: WMS admin & score TA: WMS proficiency scheduled | GMW Ch. 5 (139-159) WMS CL, AM | WMS Proficiency Admin prep WMS Proficiency Admin |
| 05 | 9/26 | WMS scoring, reliability and validity; Interpretation; Demographic corrections; Diagnostic efficiency statistics | C1: WAIS interp. TA: WMS proficiency administration | GMW Ch. 5 (159-196) WAIS TM (Ch. 3, 4, 5, 6) Handouts | Lab Optional (WAIS/WMS Admin & Scoring Ques) |
| 06 | 10/03 | Test admin. and observed scores; Components of every observed score ($X = CI + SE + RE$); Definition and types of reliability; Definition and types of validity <i>Presentation Topic 3: Genetic and environmental influences on IQ – Presenter: TBD</i> | C2: WMS score V1: WAIS & WMS admin; beh. obs., brief hx, adm. checklist, video by lab on 10/04 | GMW Ch. 6 (215-238) WMS TM (Ch. 3, 4, & 5) | WIAT intro, WIAT Proficiency Admin |
| 07 | 10/10 | WAIS & WMS interpretation to assess cognitive disorders; Other neuropsychological measures (e.g., D-KEFS, PASAT, CPT) | V1: WAIS & WMS scoring C2: WMS interp. Self: WIAT admin | Handouts WIAT CL, AM; | No lab (Fall break) |
| 08 | 10/17 | WIAT admin. & scoring (Record Form, Start & Discontinue, Basal & Ceiling, Queries); Age- or grade-based norms: Age Equivalent Scores, Grade Equivalent Scores, Standard Scores, and Percentiles <i>Presentation Topic 4: Assessment of ADD/ADHD –</i> | C3: WAIS score V2: Scheduled TA: WIAT proficiency administration (by lab on 10/18) | GMW Ch. 5 (196-213), Ch. 6 (238-242), Ch. 12 (615-633); Handouts | V1 Admin & scoring questions |

| Wk | Date | Topic | Assignment Due at Class | Readings Due | Lab Activity |
|----|-------|---|---|--|---|
| | | <i>Presenter: TBD</i> | | | |
| 09 | 10/24 | WIAT norms, reliability, and validity; WIAT interpretation: Scaled Scores and Index Scores; WAIS, WMS, and WIAT to assess learning disabilities <i>Presentation Topic 5: Structure of Cognitive Abilities – Presenter: TBD</i> | V2: WAIS & WIAT admin, beh obs, brief hx, adm. checklist, & video by lab on 11/25 C3: WAIS interp. C4: WIAT Subtest Score | WIAT AM | No Lab: V2 administration: WAIS & WIAT |
| 10 | 10/31 | WISC admin. and scoring, reliability and validity, and interpretation. <i>Presentation Topic 6: Learning Disabilities – Presenter: TBD</i> | V2: WAIS & WIAT score due by lab on 11/01 V3: Scheduled C4: WIAT Summary Score Self: WISC admin by lab | WIAT AM, TM (Ch. 1, Ch. 2 - skim) | WIAT admin & scoring questions WISC prep for proficiency with V3 |
| 11 | 11/07 | Catch-up class <i>Possible additional presentation topic</i> | V3: WISC admin, beh obs due by lab 11/08 V4: Scheduled C4: WIAT interp. | WIAT TM WISC CL, AM | V2 admin & scoring questions |
| 12 | 11/14 | <i>Case Presentations 1 & 2: TBD</i> | V3: WISC score V4: WAIS & WMS or WIAT admin, beh obs, brief hx, adm. checklist, and video. | GMW Ch. 5 (159-196) WISC TM Handouts | WISC scoring questions; practice with V, C, S |
| 13 | 11/21 | Thanksgiving break – No class or lab | C5: WISC score due 11/20 | WISC AM Handouts | No lab |
| 14 | 11/28 | <i>Case Presentations 3 & 4: TBD</i> | V4: WAIS & WMS/WIAT score C5: WISC interp. | | V3/V4 admin & scoring questions |
| 15 | 12/05 | <i>Case Presentation 5: TBD</i> | C6: WAIS, WMS, & WIAT interpretation | | (No Lab Meeting) |
| 16 | 12/12 | Final Exam (1-3) | | | |

AM = Administration or Examiner's Manual, CL = Administration Checklist, GMW = Groth-Marnat & Wright (2016), TM = Technical Manual

2018 PSY 6220: Schedule of Assignments Due

| Week/Class | | WAIS-IV | | | WMS-IV | | | WIAT-III | | | WISC-V | | |
|------------|-------|---------|-------|---------|---------|-------|---------|----------|--------|---------|--------|-------|---------|
| # | Date | Admin | Score | Interp. | Admin | Score | Interp. | Admin | Score | Interp. | Admin | Score | Interp. |
| 01 | 8/29 | | | | | | | | | | | | |
| 02 | 9/05 | Self | | | | | | | | | | | |
| 03 | 9/12 | TA w/ P | | | | | | | | | | | |
| 04 | 9/19 | | C1 | | Self | | | | | | | | |
| 05 | 9/26 | | | C1 | TA w/ P | | | | | | | | |
| 06 | 10/03 | V1 | | | V1 | C2 | | | | | | | |
| 07 | 10/10 | | V1 | | | V1 | C2 | Self | | | | | |
| 08 | 10/17 | | C3 | | | | | TA w/ P | | | | | |
| 09 | 10/24 | V2 | | C3 | | | | V2 | C4 | | | | |
| 10 | 10/31 | | V2 | | | | | | C4, V2 | | Self | | |
| 11 | 11/07 | | | | | | | | | C4 | V3-P | | |
| 12 | 11/14 | V4 | | | (V4) | | | (V4) | | | | V3 | |
| 13 | 11/21 | | | | | | | | | | | C5 | |
| 14 | 11/28 | | V4 | | | (V4) | | | (V4) | | | | C5 |
| 15 | 12/05 | | | C6 | | | C6 | | | | | | |
| 17 | 12/12 | | | | | | | | | | | | |

Final Exam (12/12, 1-3; UH1610)

Note: C = case material given to you; P = partner; Self = self-administered; TA = proficiency administration with teaching assistant; V = volunteer subject; 1 - 6 = subject number (e.g., V1 = 1st volunteer subject, C4 = 4th case provided to you, etc.).

PSY 6220 Assignment Checklist

| Wk | Date Due | W/ Task |
|-----------|-----------------|---|
| 01 | 08/29 | Course Intro |
| 02 | 09/05 | Self: WAIS administration and scoring TA: Scheduled WAIS Proficiency Administration (partnered) between 9/05 and 9/13 |
| 03 | 09/12 | TA: WAIS administration (completed by lab on 9/13) |
| 04 | 09/19 | Self: WMS administration and scoring TA: Scheduled WMS Proficiency Administration (partnered) between 9/19 and 9/27 V1: Scheduled administration (to be completed by 10/04) C1: WAIS score |
| 05 | 09/26 | TA: WMS administration (completed by lab on 9/27) C1: WAIS interpretation |
| 06 | 10/03 | V1: WAIS/WMS admin; Int/Hist/B-Obs; video; Admin Checklists (due in lab on 10/04) C2: WMS score |
| 07 | 10/10 | Fall break – Class but no lab Self: WIAT administration TA: Scheduled WIAT Proficiency Administration (partnered) between 10/10 and 10/18 V1: WAIS/WMS score C2: WMS interpretation |
| 08 | 10/17 | TA: WIAT administration (completed between 10/10 and 10/18) V2: Scheduled administration (to be completed by 10/25) C3: WAIS score |
| 09 | 10/24 | V2: WAIS/WIAT administration; Int/Hist/B-Obs; video; Administration Checklists (due in lab 10/25) C3: WAIS interpretation C4: WIAT Subtest Score |
| 10 | 10/31 | Self: WISC administration by lab on 11/01 V2: WAIS/WIAT score (due in lab on 11/01) V3: Scheduled administration (to be completed by 11/08) C4: WIAT summary score |
| 11 | 11/07 | V3: WISC administration; Int/Hist/B-Obs; video; Administration Checklists (due in lab on 11/08) V4: Scheduled administration (to be completed by 11/16) C4: WIAT interpretation |
| 12 | 11/14 | V3: WISC score (due in lab 11/15) V4: WAIS/WMS or WIAT admin; Int/Hist/B-Obs; video; Administration Checklists (due 11/16) |
| 13 | 11/21 | Thanksgiving break – No class or lab C5: WISC score due Tuesday, 11/20 |
| 14 | 11/28 | V4: WAIS & WMS or WIAT score (due in lab on 11/29) C5: WISC interpretation |
| 15 | 12/05 | C6: WAIS, WIAT, WMS synthesized interpretation |