COGNITIVE ASSESSMENT OF THE ADULT
PSYCHOLOGY 541B-001
FALL 2024

PROFESSOR
Dan Segrist, Ph.D.
0125 Alumni Hall
(618) 650-3159
dsegris@siue.edu

GRADUATE ASSISTANT
Kaitlyn Gravagna
krhynee@siue.edu

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 Tuesday 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 – Kaitlyn Gravagna
Friday 2:00 p.m. – 3:00 p.m.
https://siue.zoom.us/j/92273301326

CLASS MEETINGS
Wednesdays, 9:00 a.m. – 11:50 a.m.
Founders Hall, Room 2300

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 is-sues 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 re-ports 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, <u>please make your health a priority</u>. 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
- **AI.** 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.

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.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (https://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 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.siue.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.siue.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.siue.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 & INFORMATION

University policies and guidance that address teaching, learning, and student support services are available at: https://kb.siue.edu/132378 Students are encouraged to visit this resource site for current information on:

- *Regular and Substantive Interaction*
- *Recordings of Class Content*
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches

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

- **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 21
- Review of syllabus and course

AUGUST 28
- Procedural Issues
- Introduction to Cognitive Assessment
- Mini Mental Status Exam
- WAIS-IV Kit Pickup

SEPTEMBER 4   *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 11   *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 18   *Bring WAIS-IV kit to class*
- WAIS-IV Administration

SEPTEMBER 25   *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 2   *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 9
- WAIS-IV Interpretation
- **DUE: WAIS-IV scored protocol #1**
- **DUE: Recording of WAIS-IV administration #1**
- **DUE: Reflection on WAIS-IV administration #1**

OCTOBER 16
- Report Writing
- READ:
  - **Sattler & Ryan — Table B-7**

OCTOBER 23
- WMS-IV Overview
- **READ:**
  - **Groth-Marnat – Chapter 6**
  - **Drozdick et al. – Chapter 2**
  - **WMS-IV manual**
- **DUE: WAIS-IV scored protocol #2**

OCTOBER 30   *Bring WMS-IV kit to class*
- WMS-IV Administration
- **DUE: Team presentation on WMS-IV subtests**
- **DUE: WAIS-IV Report #1**

NOVEMBER 6   *Bring WMS-IV kit to class*
- WMS-IV Scoring

NOVEMBER 13
- 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 20
- 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**

NOVEMBER 27
- **NO CLASS – THANKSGIVING BREAK**

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**