



**Chaminade**  
**University**  
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY  
AT CHAMINADE UNIVERSITY OF HONOLULU

### **Course Syllabus**

[Chaminade University Honolulu](https://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

[www.chaminade.edu](https://www.chaminade.edu)

**Course Number:** PP-7370

**Course Title:** Cognitive Assessment

**Department Name:** Hawai'i School of Professional Psychology

**College/School/Division Name:** School of Education and Behavioral Sciences

**Term:** Fall 2024

**Course Credits:** 03

**Class Meeting Days:** Mondays

**Class Meeting Hours:** 9:00am -12:00pm

**Class Location:** Keifer room 8

**Instructor Name:** Marita Padilla, PsyD, ABPP

**Email:** marita.padilla@chaminade.edu

**Phone:** (808)440-4268

**Office Location:** Brogan 115

**Office Hours:** Mondays 2:15 - 4:15 p.m., Tuesdays 1:30-3:30 p.m., and Wednesdays 1:30-3:30 p.m., additional days and times may be available by appointment

### **University Course Catalog Description and Overview**

The aim of this course is to provide students with an overview of theory, research and practice models for clinical supervision. Numerous conceptual models for clinical supervision are described and discussed with an emphasis on the following approaches: developmental, person-centered, psychodynamic, cognitive behavioral, skill training, systemic, and integrated. Students use role plays to begin exploring the nature of the supervisory relationship and their own emerging approach to supervising others. They also discuss common strategies, modalities, training issues and dilemmas.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

### **Program Learning Outcomes: HSPP Aims and Competencies**

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

## Course Learning Outcomes

1. Students will analyze and contrast facts and concepts related to major approaches and techniques for intellectual assessment, including the application of cognitive assessment in the diagnosis of mental disorders in children and adults. This will be measured by a passing score on the final written exam. (Competency 7)
2. Students will demonstrate fundamental assessment skills by administering, scoring, and interpreting the WAIS-IV and WISC-V. This learning outcome will be measured by experiential labs, to include competency checkouts on each measure. (Competency 7)
3. Students will critically review the history and theories of intellectual assessment, including the principles of test construction and psychometrics, as measured in student presentations and the final exam. (Competency 6)
4. Students will analyze and contrast cognitive assessment and student's awareness of ethical, cultural, and social factors in the uses of psychological testing. This learning outcome will be measured by the assessment of choice presentation. (Competencies 1, 4, & 11)
5. Students will apply psychological report writing skills using cognitive assessment profiles and findings. This learning outcome will be measured by the experiential labs and assessment reports. (Competencies 2 & 7)

## Required Learning Materials

### Required Text

- American Educational Research Association (2014). *Standard of Educational and Psychological Testing*. Washington DC: AERA.
- Lichtenberger, E.O. & Kaufman, A.S. (2013). *Essentials of WAIS-IV assessment (2nd ed.)*. Hoboken, NJ: John Wiley & Sons, Inc.. ISBN: 978-1-118-42118-5
- Sattler, J. (2024). *Assessment of children: Cognitive foundations and applications (7th ed.)*. San Diego: Jerome M. Sattler, Publisher, ISBN: 978-0-9618209-5-4

### Supplemental Resources

- American Psychological Association (2020). *APA guidelines for psychological assessment and evaluation*. Washington DC: APA.
- American Psychological Association (2022). *APA guidelines for assessment and intervention with persons with disabilities*. Washington DC: APA
- American Psychological Association (2021). *APA guidelines for the evaluation of dementia and age related cognitive change*. Washington DC: APA.
- National Association of School Psychologists (2020). The professional standards of the national association of school psychologists. Retrieved from [www.nasponline.org](http://www.nasponline.org) on July 31, 2022.

### Required Readings

- Abad, F. J., Sorrel, M. A., Roman, F. J., & Colom, R. (2016). The relationships between WAIS-IV factor index scores and educational level: A bifactor model approach. *Psychological Assessment, 28*(8), 987-1000.
- American Psychological Association (2017). *Ethical principles of psychologists and code of conduct*. Washington DC: APA.
- Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2016). Factor Structure of the Wechsler Intelligence Scale for Children-Fifth Edition: Exploratory factor analyses with the 16 primary and secondary subtests. *Psychological Assessment, 28*(8), 975-986.
- Jacobs, B. R. & Liljequist, L. (2019). The effect of changing specific learning disorder criteria in the DSM-5 on adults. *Professional Psychology: Research and Practice, 50*(1), 11-16.
- Lee, K., Graves, S. L., & Bumpus, E. (2023). Competency standards in cognitive assessment course assignments: A national analysis of school psychology syllabi. *Training and Education in*

*Professional Psychology*, 17(2), 133-141. doi: 10.1037/tep0000409

Mesghina, A., Au Yeung, N., & Engle Richland, L. (2022) Performing up to par? Performance pressure increases undergraduates' cognitive performance and effort. *Journal of Applied Research in Memory and Cognition*, 11(4), 554-568. doi: 10.1037/mac0000023

Sayegh, P., Vivian, D., Heller, M. B., Kirk, S., & Kelly, K. (2023). Racial, cultural, and social injustice in psychological assessment: A brief review, call to action, and resources to help reduce inequities and harm. *Training and Education in Professional Psychology*, 17(4), 366-374. doi: 10.1037/tep0000451

Sudarshan, N.J., Bowden, S.C., Saklofske, D.H., & Weiss, L.G. (2016). Age-related invariance of abilities measured with the Wechsler Adult Intelligence Scale-IV. *Psychological Assessment*, 28(11), 1489-1501.

## Course Requirements

**Course Requirements in Relation to Credit Hours.** This is a three-credit hour course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90+ hours outside of classes are estimated to be 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).

**Attendance and Participation.** Regular attendance and active participation in class discussions and role-plays are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

**Class Attendance and Quizzes: 50 points.** Class time will be spent in lectures, presentations, role plays, experiential labs, and participation. Preparation for all in class activities is required. Attendance and participation will be measured by weekly quizzes (approximately 12 total). Each quiz will have five questions (1 point each), totaling 5 points. The quiz will take place during the first 15 minutes of class, allowing for a short grace period. If you come after the 15-minute grace period, you will get a zero for that quiz, but will not be marked absent. At the end of the term the two lowest quiz scores will be thrown out.

**Experiential Labs: 200 points (100 per test).** Experiential Labs will immediately follow the daily lecture. Students are required to attend experiential labs, as they are the practical application of the material, including test administration, report writing, **AND** oral communication of results (e.g., feedback/debriefing session). The labs will be facilitated by the instructor and/or the TA, and will vary in length depending on lecture material and student questions/engagement. While class material will present a variety of cognitive measures, The Wechsler Adult Intelligence Scales, 4<sup>th</sup> Edition (WAIS-IV) and The Wechsler Intelligence Scales for Children, 5<sup>th</sup> Edition (WISC-V) will be the focus of the labs. During labs students **MUST** demonstrate administration competency on each aforementioned assessments prior to testing a participant.

**Assessment Reports: 300 points (100 per report).** Students will be required to complete a total of three assessment reports. Two reports will be generated from data provided by the instructor or TAs. The third report will be generated from data you obtain from an ADULT test subject of your choosing. Below are the some of the requirements for the test subject of your choosing:

- a. Students are required to recruit for and administer the WAIS-IV ONLY
- b. Students will write a WAIS-IV report
- c. Informed consent forms **must** be completed for each volunteer and the WAIS-IV test administrations are to be video recorded. **Students will receive an immediate FAIL if they do not obtain informed consent prior to administration (FOR ADDITIONAL GUIDANCE SEE APA (2017) Ethics Code 9.03; AERA (2014) Standards for Educational and Psychological Testing, Standard 8.4)**
- d. Reports will be graded on demonstration of comprehension and mastery of the assigned material, adherence to outlines provided in class, ability to communicate test results, and interpretations that are clear and concisely written with appropriate grammar and spelling. As arithmetic errors, clerical errors, and careless mistakes can have enormous consequences for clients, any errors of this type will adversely affect a student's grade. The instructor will provide more detailed information regarding the required format and content of each report. Assessment reports will be used to measure students' competence in standard and reliable test administration, scoring, and interpretation of the WAIS-IV; students' competence in basic interviewing, behavioral observation, and report writing skills; students' critical thinking and case conceptualization skills; and students' awareness of ethical, cultural, and social factors in the use of psychological tests.
- e. Reports are to be typed, 12pt font, Times New Roman, and submitted on time. Reports are due at the beginning of class on the day they are due. Electronic copies are permissible, hard copies are highly preferred. Test protocols must also be submitted at the beginning of class on the day they are due, submitted in person. Timeliness is crucial when conducting psychological testing and report writing. To support your growth and development in this area, late reports will receive 0 points. The instructor will review exceptions via emergent issues on a case-by-case basis.
- f. Videos are to be uploaded to Google Drive prior to the start of class on the day they are due. Videos submitted after 9:00am on the day they are due will result in a 10-point deduction.
- g. If you earn lower than 80% for the video-recorded report, you will need to: 1) obtain a new volunteer; 2) test the volunteer; and 3) write a new report. **You will not pass the class if you obtain a grade below B-. You will also need to pass each of the Assessment Report with at least an 80% or you will not be able to pass the course.** Any report that is below 80% will need to be repeated. Each student has two (2) chances to reach mastery on the final report or they will need to repeat the course. The student will receive an Incomplete Progressing until they complete the remediation report. The best grade for the remediated reports will be 80%.

**Alternate Assessment Presentation: 100 points.** Each student will select one alternate cognitive assessment to share with peers. Each presentation will involve a 10-15-minute description of the test (e.g., who it's for, how it's administered, scored, and interpreted, etc.). A 1-2 page "cheat sheet" on the selected test will be generated for and distributed to peers for both sections of this course- this can be via electronic submission or hard copy.

**Final Written Exam: 100 points.** The format of the exam will include any of the following T/F, Multiple Choice-Best Answer, Short Answer/Essay, and Case Conceptualization. This will be an in-class, written exam, using critical thinking, on the theoretical and content information of the lectures/discussions and reading materials on the cognitive assessment of adults and children.

**Late Work Policy:** All assignments are due as indicated by the assessment description above and course schedule that follows. Late assignments will NOT be accepted unless rare circumstances arise and the student communicates with the professor well in advance of the deadline.

## Grading

Project/Assignment	Point Value
Reports 1 & 2 (Data Only)	200 points
Report 3 & Video –WAIS-IV	100 points
Laboratory Performance	200 points
Class Attendance & Quizzes (10/12 counted – lowest 2 scores dropped)	50 points
Assessment Presentation	100 points
Final Exam	100 points
<b>TOTAL</b>	<b>750 points</b>

### Grading Scale

Grade point equivalents (and grading percentage values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100) A- = 3.67 (90-92)

B+ = 3.33 (87-89) B = 3.00 (83-86) B- = 2.67 (80-82)

C = 2.00 (70-79); Failed - No credit given F = 0.00 ( $\leq 69$ ); Failed - No credit given

### Instructional Contact and Credit Hours

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### Course Policies

**Instructor and Student Communication:** Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

**Cell phones, tablets, and laptops:** Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online

activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

***Student with Disabilities Statement:***

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kōkua 'Ike Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kōkua 'Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

***Kōkua 'Ike: Tutoring & Learning Services***

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

***Title IX and Nondiscrimination Statement:***

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

***Nondiscrimination Policy & Notice of Nondiscrimination:***

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#). The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

***CUH Alert Emergency Notification:***

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

***Assessment for Student Work:***

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

***Attendance Policy:*** Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should arrange to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

***Professionalism with Class Topics and Discussions:***

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content). Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

***Academic Honesty:***

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University. For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.



Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered academic dishonesty.

**Technology:** A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

### Schedule

Week	Date	Topics	Readings (Completed <i>Before</i> Class)	Course Tasks and/or Assignments Due
1	8/19	<p><b>LECTURE:</b></p> <ul style="list-style-type: none"> <li>- Introductions</li> <li>- Overview of course syllabus and logistics/forms (e.g., Informed Consent)</li> <li>- APA Ethics Code Standard 9: Assessment</li> <li>- Definitions of Intelligence</li> <li>- Human Intelligence and the Brain</li> <li>- Hereditary Influences on Intelligence</li> <li>- Environmental Influences on Intelligence</li> <li>-Stability and Change in Intelligence</li> <li>-Developmental Considerations Related to Intelligence</li> <li>-Strengths &amp; Limitations</li> </ul>	<p><b>Lecture Readings:</b></p> <p>APA (2017)- Standard 9</p> <p>Sattler (2024) ch. 4-6</p> <p><b>Required Independent Readings:</b></p> <p>AERA (2014)- Sections 1, 2, 4, &amp; 5</p>	<p><b><i>Not expected to complete week 1 readings prior to class if you have not yet received your textbooks</i></b></p>

		-Role of the Evaluator  <b>LAB:</b> N/A		
2	8/26	<b>*Quiz 1</b> <b>LECTURE:</b> - WISC-V description - WISC-V subtests - Scoring and Interpretation of WISC-V  <b>LAB:</b> - Demonstration of WISC-V administration by instructor - Practice WISC-V administration with classmates	<b>Lecture Readings:</b> Sattler (2024) ch. 7-9  <b>Required Independent Readings:</b> N/A	Begin recruiting testing volunteers & complete consent forms  <b>*Distribute data for report 1</b>
3	9/2	<b>Labor Day Holiday (WE HAVE CLASS)</b> <b>*Quiz 2</b> <b>LECTURE:</b> - Continue with WISC  <b>LAB:</b> - Practice WISC-V administration with classmates	<b>Lecture Readings:</b> N/A  <b>Required Independent Readings:</b> Lee, Bumpus, & Graves (2023)	
4	9/9	<b>*Quiz 3</b> <b>LECTURE:</b> - Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities - Executive Functions and Intelligence  <b>LAB:</b> - Practice WISC-V administration with classmates	<b>Lecture Readings:</b> Sattler (2024) ch. 5 & 6  <b>Required Independent Readings:</b> Canivez et al. (2016)	
5	9/16	<b>*Quiz 4</b> <b>LECTURE:</b> - Review previous material  <b>LAB:</b> - Practice WISC-V administration with classmates	<b>Lecture Readings:</b> N/A  <b>Required Independent Readings:</b> N/A	<b>WISC-V Subtest Competency Administration</b>
6	9/23	<b>*Quiz 5</b>	<b>Lecture Readings:</b>	

		<p><b>LECTURE:</b></p> <ul style="list-style-type: none"> <li>-Introduction to the WAIS-IV</li> <li>-Administering, scoring, and interpreting the WAIS-IV</li> <li>-Strengths and Weaknesses of the WAIS-IV</li> </ul> <p><b>LAB:</b></p> <ul style="list-style-type: none"> <li>- Demonstration of WAIS-IV administration by instructor</li> <li>- Practice WAIS-IV with classmates</li> </ul>	<p>Lichtenberger &amp; Kaufman (2013) ch. 1-5, &amp; 9</p> <p><b>Required Independent Readings:</b> N/A</p>	<b>REPORT 1 DUE</b>
7	9/30	<p><b>*Quiz 6</b></p> <p><b>LECTURE:</b></p> <ul style="list-style-type: none"> <li>-Continue WAIS-IV previous lecture</li> </ul> <p><b>LAB:</b></p> <ul style="list-style-type: none"> <li>- Practice WAIS-IV with classmates</li> </ul>	<p><b>Lecture Readings:</b> Lichtenberger &amp; Kaufman (2013) ch. 6-8</p> <p><b>Required Independent Readings:</b> N/A</p>	
8	10/7	<p><b>*Quiz 7</b></p> <p><b>LECTURE:</b></p> <ul style="list-style-type: none"> <li>-Continue scoring and interpreting WAIS-IV</li> </ul> <p><b>LAB:</b></p> <ul style="list-style-type: none"> <li>- Group Fishbowl Administration</li> </ul>	<p><b>Lecture Readings:</b> N/A</p> <p><b>Required Independent Readings:</b> Sudarshan et al. (2016)</p>	<b>WAIS-IV Subtest Competency Administration</b>
9	10/14	<p><b>*Quiz 8</b></p> <p><b>LECTURE:</b></p> <ul style="list-style-type: none"> <li>- KABC-II-NU</li> <li>- KTEA-3</li> </ul> <p><b>LAB:</b></p> <ul style="list-style-type: none"> <li>- KTEA-3 Demonstration</li> </ul>	<p><b>Lecture Readings:</b> Sattler (2024) ch. 16</p> <p><b>Required Independent Readings:</b> N/A</p>	
10	10/21	<p><b>*Quiz 9</b></p> <p><b>LECTURE:</b></p> <ul style="list-style-type: none"> <li>- Supporting documentation for tests</li> <li>-Rights and responsibilities for test takers</li> <li>-Rights and responsibilities for test users</li> <li>-Psychological report writing</li> </ul>	<p><b>Lecture Readings:</b> AERA (2014)- sections 7-9</p> <p>Sattler (2024) ch. 20</p> <p><b>Required Independent Readings:</b> N/A</p>	<b>REPORT 2 DUE</b>

		<b>LAB:</b> - Psychological Report Writing		
11	10/28	<b>*Quiz 10</b> <b>LECTURE:</b> - Fairness in testing - Culturally and linguistically diverse children  <b>LAB:</b> - Demonstration of alternate cognitive measure	<b>Lecture Readings:</b> AERA (2014)- section 3  Sattler (2024) ch. 3  <b>Required Independent Readings:</b> Sayegh et al. (2023)	<b>Student Presentations</b>
12	11/4	<b>*Quiz 11</b> <b>LECTURE:</b> - Specific Learning Disability -Intellectual Disability -Giftedness & Creativity  <b>LAB:</b> N/A	<b>Lecture Readings:</b> Sattler (2024) ch. 17-19  <b>Required Independent Readings:</b> Jacobs & Liljequist (2019)	<b>Student Presentations</b>
13	11/11	<b>Veteran's Day (No Class)- Independent Work Day</b>	<b>Lecture Readings:</b> N/A  <b>Required Independent Readings:</b> Abad et al. (2016)	
14	11/18	<b>*Quiz 12</b> <b>LECTURE:</b> - Testing application for psychological testing and assessment -Testing applications for workplace testing and credentialing  <b>LAB:</b> - Class time to work on final report	<b>Lecture Readings:</b> AERA (2014)- sections 10 & 11  <b>Required Independent Readings:</b> Mesghina, Au Yeung, & Engle Richland (2022)	<b>ALL test kits due back to CUH Library</b>
15	11/25	Review for final examination	<b>Lecture Readings:</b> N/A  <b>Required Independent Readings:</b>	<b>**Report 3 &amp; video DUE**</b>

			N/A	
16	12/2	Final Examination	<b>Lecture Readings:</b> N/A  <b>Required Independent Readings:</b> N/A	<b><i>Complete Course &amp; Instructor Evals</i></b> (please and thank you)