



College of Education and Human Development

Hawai'i School of Professional Psychology

PP-7370 Cognitive Assessment

Kieffer Rm. 6, Wednesdays 1:00pm- 4:00pm | Credits: 3 | Section: 03 | Term: Fall 2026

Instructor	Marita Padilla, PsyD, ABPP
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Phone	808.440.4268
Office Location	Brogan rm. 115
Office Hours	Mondays 1:30pm-3:30pm; Tuesdays 1:30pm-3:30pm; Wednesday 4:00pm-5:00pm; additional days and times may be available by appointment

Communication

The professor can be reached by email or phone, with email response times expected within 48 hours M–F. In-person meetings are always an option, so please let the professor know if you'd prefer an in-person meeting.

School & Department

School	Hawai'i School of Professional Psychology
Location	Kieffer Hall #11A
Phone	(808) 440-4206
Questions	Contact your instructor or the Program Coordinator

Course Description & Materials

Catalog Description

This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. It covers principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of intellectual assessment. Particular attention is given to the administration and interpretation of the Wechsler intelligence tests. Alternative methods of intellectual assessment are also considered. The class may include a laboratory in which skills in administration and interpretation can be practiced.

Course Snapshot

Modality	Face-to-Face
Meeting Location	Kieffer rm. 6
Meeting Days/Times	Wednesdays 12:00pm-4:00pm
Time Commitment	This is a three-credit hour course requiring 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 anticipated to equal 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).
Required Textbooks	American Educational Research Association (2014). <i>Standard of Educational and Psychological Testing</i>. Washington DC: AERA. Sattler, J. (2024). <i>Assessment of children: Cognitive foundations and applications (7th ed.)</i>. San Diego: Jerome M. Sattler, Publisher, ISBN: 978-0-9618209-5-4 Sattler, J., Samuel, K., & Dumont, R. (2025). <i>Assessment with the WAIS-5</i>. San Diego: Jerome M. Sattler, Publisher, ISBN: 978-8-9928867-0-2
Required Readings	American Psychological Association (2017). <i>Ethical principles of psychologists and code of conduct</i>. 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. <i>Psychological Assessment</i>, 28(8), 975-986. Jacobs, B. R. & Liljequist, L. (2019). The effect of changing specific learning disorder criteria in the DSM-5 on adults. <i>Professional Psychology: Research and Practice</i>, 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. <i>Training and Education in Professional Psychology</i>, 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. <i>Journal of Applied Research in Memory and Cognition</i>, 11(4), 554-568. doi: 10.1037/mac0000023 Oberlader, V., Quinten, L., Schmidt, A., & Banse, R. (2025). How can I reduce bias in my work? Discussing debiasing strategies for forensic psychological assessments. <i>American Psychological Association Profession Psychology: Research and Practice</i>, 56(3), 211-221. https://doi.org/10.1037/pro0000615 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. <i>Training and Education in Professional Psychology</i>, 17(4), 366-374. doi: 10.1037/tep0000451 Winter, E., Trudel, S., & Kaufman, A. (2024). Wait, where's the Flynn Effect on the WAIS-5? <i>Journal of Intelligence</i>, 12(118), 1-13. doi: 10.3390/jintelligence12110118

Required Technology	A laptop will be required in order to complete courses in the Clinical Psychology program. The laptop should have current operating systems, a current antivirus program, a document program (e.g., Word), a presentation program (e.g., PowerPoint), and Adobe Acrobat. It should have a standard web browser, and students should have 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.
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).

Learning Outcomes

Program Learning Outcomes (PLOs)

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 (CLOs)

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-5 and WISC-V. This learning outcome will be measured by experiential labs, to include competency checkouts on each measure, as well as by the video administration and self-evaluation presentations, and peer feedback assignments. (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 alternate assessment 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 alternate presentation. (Competencies 1, 4, & 11)
5. Students will apply psychological report writing skills using cognitive assessment profiles and findings.
6. This learning outcome will be measured by the experiential labs and assessment reports. (Competencies 2 & 7)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

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 ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
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.

Alignment of Course Learning Outcomes

CLO alignment is displayed in the CLO section above.

Attendance & In-Class Participation

Attendance Policy

Students are expected to regularly attend 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 make arrangements to obtain missed information and complete missed assignments. 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. 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.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Course Requirements and Activities

Quizzes, Attendance and Participation: 50 points (10%)	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 total 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 dropped.
Alternate Assessment Presentation and Cheat Sheet: 50 points (10%)	Each student will be assigned 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.
Capstone Project-Video Administration & Self-Assessment Presentation: 75 points/ Peer Evaluations: 25 points(20%)	Video Assessment Administration and Self-Evaluation Presentation: 75 points Students will be required to video record themselves conducting a full administration of the WAIS-5. Student will review their recorded WAIS-5 administration and select 2 clips of two separate subtests to present to the class. Students will prepare a presentation with the 2 subtest clips, as well as conduct a self-evaluation of their administration. Below are the some of the requirements for the video assessment administration and self-evaluation presentation: a. Students are required to recruit for and administer the WAIS-5 ONLY. Volunteers must be consenting adults. Volunteers may not be other students in the HSPP PsyD program (e.g., cannot test cohort mates in different sections, nor can you test other HSPP Psyd students in other years). Volunteers may not be anyone with an immediate relationship to the student examiner (e.g., cannot test your own spouse/partner, immediate family member, child, etc.). Please make sure your participant is informed that clips of their administration will be shared with your class for education and training purposes. b. Informed consent forms <i>must</i> be completed by each volunteer. <i><u>Submissions that do not have the appropriate informed consent form</u></i>

	<u>signed by their participant and accompanying their record form will not be accepted (FOR ADDITIONAL GUIDANCE SEE APA (2017) Ethics Code 9.03: AERA (2014) Standards for Educational and Psychological Testing, Standard 8.4)</u> c. Students will video record the full administration of the WAIS-5 with their volunteer participant and score their record form. d. Students will submit their informed consent and record forms to the professor for review by either the professor or TA. e. Students will review their video administration and select 2 clips to present to the class. One clip will be of a subtest administration the student regards as their best administration. One clip will be of a subtest administration the student regards as an area of growth. The presentation will entail a self-evaluation of the administration, identifying administration strengths and areas of growth. f. Full videos are NOT to be submitted to the professor. Students are responsible for deleting their videos at the end of the term. Peer Feedback on Video Assessment Administrations: 25 points Students will anonymously complete scoring rubrics on each of their peers' WAIS-5 administrations, highlighting observed strengths and areas of growth. Feedback must be constructive and respectful, grounded in and utilizing course content presented on the WAIS-5. As a means to ensure that feedback is beneficial for learning and growth, the professor will review all the feedback prior to providing the feedback rubrics to the presenter.
Labs & Competency Check Outs: 100 points total/ 50 points each check out (20%)	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, 5th Edition (WAIS-5) and The Wechsler Intelligence Scales for Children, 5th 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.
Data reports 1 & 2: 100 points total/50 points each (20%)	Students will be required to complete a total of two assessment reports; one child assessment report and one adult assessment report. The two reports will be generated from data provided by the instructor or TAs. Reports will be graded on demonstration of comprehension and mastery of the assigned material, adherence to outlines and templates provided in class, the ability to communicate test results and interpretations in clear and concise written manner, 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 scoring, interpretation, and synthesis of results

	utilizing critical thinking skills, as well as students' awareness of ethical, cultural, and social factors in the use of psychological tests, such as the WISC-5 and WAIS-5. Reports are to be typed, 12pt font, Times New Roman, and submitted on time via Canvas. Reports are due at the beginning of class on the day they are due. 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. You will need to pass each 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 re-written, demonstrating the ability to incorporate provided feedback. If students have to rewrite a report, there will be a 10% grade reduction, meaning students are only eligible to get a max grade of 90%. Student will only be granted one rewrite per report. <u>Rewrites are only offered to students with initial grades less than 80%.</u> Students who receive grades 80% and above will not be granted rewrites.
Final Exam: 100 points (20%)	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. **Regardless of your academic performance up to the final exam, you cannot not pass this course if you obtain a grade below 80% on the final exam.**

Course Policies

Late Work	Late work is not accepted unless approved by the instructor. Contact your instructor regarding arrangements and the impact on your final grade.
Make-Up Work	There is no make-up work allowed for this course.
Extra Credit	There is no extra credit for this course.
Incomplete Grade	The issuance of an "I" is at the discretion of the instructor. Grade deductions for late work may be imposed. The incomplete grade may be assigned to a student who has successfully completed a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. A contract with the instructor must be drawn up, with the instructor indicating the due date of the remaining assignments (up to 30 days).
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.
Cell phones, tablets, and laptops	Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are required 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.

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.
Use of course information, content, and materials	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).
APA writing style	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.
Use of AI in this course	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.

Final Grades

Final grades for this course are calculated according to the table below.

Project/Assignment	Point Value
Quizzes, Attendance, & Participation	10%
Alternate Assessment Presentation	10%
Labs & Competency Check Outs	20%
Data Reports 1 & 2	20%
Video Assessment, Self-Evaluation, & Peer Evaluations	20%
Final Exam	20%
Total	100%

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Grade point equivalents (and grading scale values). Final scores $\geq .5$ 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); Fail – No credit given
F	0.00 (≤ 69); Fail – No credit given

Important Information

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or

alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need. Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and

may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to student's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time. Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-help-line/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/

Resource	Description	Contact / Website
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week#	Date	Topics	Readings Due	Assignments Due
1	8/26	LECTURE: - Introductions - Overview of course syllabus and logistics/forms (e.g., Informed Consent) - APA Ethics Code Standard 9: Assessment - Definitions of Intelligence - Human Intelligence and the Brain - Hereditary Influences on Intelligence - Environmental Influences on Intelligence - Stability and Change in Intelligence - Developmental Considerations Related to Intelligence - Strengths & Limitations - Role of the Evaluator LAB: N/A	Lecture Readings: APA (2017)- Standard 9 Sattler (2024) ch. 4-6 Required Independent Readings: AERA (2014)- Sections 1, 2, 4, & 5	Please do not complete week 1 readings prior to class!
2	9/2	*Quiz 1 LECTURE: - Psychological Report Writing LAB: - Q-interactive tutorial and set up	Lecture Readings: N/A Required Independent Readings: AERA (2014)- section 3 Sattler (2024) ch. 3, ch. 20 Oberlader et al. (2025) Sayegh et al. (2023)	Please email me from your CUH email prior to class so I can get set you up with a Q-interactive account *Data for report 1 will be available on Canvas at the end of your designated class time*
3	9/9	*Quiz 2	Lecture	Begin recruiting

Week#	Date	Topics	Readings Due	Assignments Due
		LECTURE: - WISC-V description - WISC-V subtests - Scoring and Interpretation of WISC-V LAB: - Demonstration of WISC-V administration by instructor - Practice WISC-V administration with classmates	Readings: Sattler (2024) ch. 7-9 Required Independent Readings: N/A	testing volunteers & complete consent forms
4	9/16	*Quiz 3 LECTURE: - Continue with WISC-V LAB: - Practice WISC-V administration with classmates	Lecture Readings: N/A Required Independent Readings: Lee, Bumpus, & Graves (2023)	
5	9/23	*Quiz 4 LECTURE: - Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities - Executive Functions and Intelligence LAB: - Practice WISC-V administration with classmates	Lecture Readings: Sattler (2024) ch. 5 & 6 Required Independent Readings: Canivez et al. (2016)	
6	9/30	*Quiz 5 LECTURE: N/A LAB: - Practice WISC-V administration with classmates	Lecture Readings: N/A Required Independent Readings: N/A	WISC-V Subtest Competency Administration <u>REPORT 1 DUE Friday, Oct. 2, 2026 by 11:59PM via Canvas Submission</u>
7	10/7	**DR. PADILLA OUT FOR CONFERENCE** *Quiz 6 (Remotely) - TA Workshop Meetings LECTURE: N/A	Lecture Readings: N/A Required Independent Readings: N/A	

Week#	Date	Topics	Readings Due	Assignments Due
		LAB: - Extra Practice with TAs		
8	10/14	*Quiz 7 LECTURE: -Introduction to the WAIS-5 -Administering, scoring, and interpreting the WAIS-5 -Strengths and Weaknesses of the WAIS-5 LAB: - Demonstration of WAIS-5 administration by instructor - Practice WAIS-5 with classmates	Lecture Readings: Sattler et al. (2025), Chapters 2-4 Required Independent Readings: N/A	
9	10/21	*Quiz 8 LECTURE: -Continue scoring and interpreting WAIS-5 LAB: - Practice WAIS-5 with classmates	Lecture Readings: Sattler et al. (2025), Chapters 2-4 Required Independent Readings: N/A	
10	10/28	*Quiz 9 LECTURE: -Continue scoring and interpreting WAIS-5 -Work on Report 2 LAB: - Group Fishbowl Administration -Report Writing	Lecture Readings: Sattler et al. (2025), Chapters 2-4 Required Independent Readings: Winter et al. (2024)	WAIS-5 Subtest Competency Administration
11	11/4	*Quiz 10 LECTURE: Alternate Assessment Presentations LAB: N/A	Lecture Readings: N/A Required Independent Readings: AERA (2014)- sections 7-9	Alternate Assessment Presentations

Week#	Date	Topics	Readings Due	Assignments Due
12	11/11	Veteran's Day Holiday (No Class) Independent Work Day LAB: N/A	Lecture Readings: N/A Required Independent Readings: N/A	<u>REPORT 2 DUE</u> <u>Friday, Nov. 13, 2026 by 11:59PM</u> <u>via Canvas Submission</u>
13	11/18	*Quiz 11 LECTURE: N/A LAB: -Video Administration and Self-Evaluation Presentations	Lecture Readings: N/A Required Independent Readings: Mesghina, Au Yeung, & Engle Richland (2022)	<i>Video Administration and Self-Evaluation Presentations Start (4)</i>
14	11/25	*Quiz 12 LECTURE: - Testing application for psychological testing and assessment -Testing applications for workplace testing and credentialing LAB: -Video Administration and Self-Evaluation Presentations	Lecture Readings: AERA (2014)- sections 10 & 11 Required Independent Readings: Jacobs & Liljequist (2019)	<i>Video Administration and Self-Evaluation Presentations (3)</i>
15	12/2	Lecture: -Review for final examination LAB: -Video Administration and Self-Evaluation Presentations	Lecture Readings: N/A Required Independent Readings: N/A	<i>Video Administration and Self-Evaluation Presentations (3)</i>
16	12/9	Final Examination	Lecture Readings: N/A Required Independent Readings: N/A	<i>Complete Course & Instructor Evals</i> (please and thank you)