



Intelligence and Cognitive Assessment

CPS1702H

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Class Time: Thursdays 12-2pm

Location: SY121

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Brief Description of Intelligence and Cognitive Assessment:

The clinical practice of assessment is an *applied science* that is concerned with the behavioural expression of personality, emotional, somatic and, or brain dysfunction. The clinical (neuro)psychologist uses standardized tests to objectively describe the breadth, severity and veracity of emotional, cognitive, behavioral and intellectual functioning. Inferences are made on the basis of accumulated research. Overall, the clinical (neuro)psychologist interprets every aspect of the examination (both quantitative and qualitative components) to ascertain the relative emotional, cognitive, behavioural and intellectual strengths and weaknesses of a patient with suspected or known (neuro)psychopathology. Findings from a (neuro)psychological examination can be used to make diagnoses, inform rehabilitation strategies, and direct various aspects of patient care. In this course we will comprehensively explore the science and applied practice of clinical (neuro)psychology and intelligence testing.

Important Notes:

- A. Every enrolled student must ensure that they have access to the course website via the UTSC Blackboard Portal. All course related content will be posted here (e.g., lecture slides, supplementary readings, important announcements, and so on). The only format that will be used for all posted documents is Adobe PDF. Free reading software is available at www.adobe.com.
- B. Test materials are available by way of Minnie Kim in the departmental office. There exists a strict sign out procedure and logbook to keep track of test materials and hence, students will be responsible for the safe keeping of test materials and their return to the department.
- C. Every effort will be made to post the lecture slides the evening prior to each class (or earlier).
- D. If a lecture is cancelled because of an unforeseen circumstance (e.g., snow-storm cancellation, unexpected illness), students are still responsible for the material that was to be presented in the

lecture that day. I will do what I can to cover the missed material the following week as time permits.

E. Policies for this Course Regarding Grading, Late Assignments and Missed Group Presentations:

Late Coursework: If you do not have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each late day. If you provide legitimate documentation for your late assignment (for example, University of Toronto's *Verification of Student Illness or Injury* form completed by your doctor), you must contact Dr. Zakzanis within one week of the missed assignment deadline (or as soon as is reasonably possible) to discuss a new deadline for your late assignment(s). Please take note of the last day for submission of term assignments in this course (as set by the School of Graduate Studies). If you wish to submit work to be graded beyond the last day for submission of term assignments, you must contact the Registrar's office to submit a petition (this is beyond the instructor's control).

Missed Presentation: If you miss your presentation without legitimate documentation, you will receive a mark of zero. If you provided legitimate documentation for your missed examination (for example, University of Toronto's *Verification of Student Illness or Injury* form completed by your doctor), you will be given one additional opportunity to make your presentation individually to Dr. Zakzanis during office hours or if possible following a future lecture date. You must contact Dr. Zakzanis within one week of the missed presentation (or as soon as is reasonably possible) to discuss a new date for your make-up presentation.

Medical Documentation: Any medical documentation that you provide must indicate the date(s) that you needed to be excused from coursework, which must include the date of the presentation and/or assignment(s) that you missed. You are advised to see your physician within one day of a missed examination, presentation or assignment. Only documentation from a member registered with the College of Physicians and Surgeons of Ontario will be accepted. You must contact Dr. Zakzanis within one week of a missed presentation or coursework submission (or as soon as is reasonably possible).

The University of Toronto's *Verification of Student Illness or Injury* form is located at the following web address:

http://www.utsc.utoronto.ca/~registrar/resources/pdf_general/UTSCmedicalcertificate.pdf

F. Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca.

G. For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*. Note, however, that these guidelines include the

provision that students may obtain consent to record lectures and, “in the case of private use by students with disabilities, the instructor’s consent must not be unreasonably withheld.”

H. Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto’s *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else’s ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else’s answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).

I. Grade Scales and Meaning of Grades

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0

60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0

Readings:

Required Text:

Lezak, M.D., Howieson, D.B., & Bigler, E. D., & Tranel, D. (2012). *Neuropsychological assessment* (5th Edition). New York: Oxford University Press.

Supplementary Readings:

TBD & Made Available Weekly By Students and Me.

Further Selective Readings to Be Provided by Each Student:

As part of your seminar, you will be expected to provide the class with a set of readings related to your subject matter. These readings should be pertinent to your topic and must include:

- A published narrative or quantitative review of the literature if available (e.g., book chapters, peer review publications) as it relates to your topic
- Specific content related to the development and rationale of the measure from the test manual(s) itself (typically the first few pages of a test manual).

Readings must be provided at least one week prior to your seminar. From these readings you will generate two broad questions, which will formulate your “quiz”. Your peers at the end of your seminar will need answer these questions by the following lecture date, and you (and I) will be responsible for grading them (see below).

Grading Scheme:

(1) Seminar (30%)

Students are required to lead the class in a seminar / lecture of their chosen area of study.

The presentation will be evaluated on your demonstrated knowledge of your area (e.g., a fluent understanding of the topic—hence, you do not want to stand there and read). Hence, you need to demonstrate familiarity with a specific cognitive construct and various test measures with purported construct validity and sensitivity. After introducing the construct and the specific test measures that represent this construct, you will administer them ON ME in front of the class. I will act as a patient with an unknown disorder. You will be

responsible for scoring and interpreting the results and sharing these scores with your classmates in class on December 4, 2014, as you will all be responsible for producing an Assessment Report (see item 3 below).

The seminar should last no more than approximately 60 minutes (including time for your presentation of the construct, description of specific tests, and their administration to me, along with time to answer any questions from students).

As noted, each student is also responsible for distributing readings the week prior (or earlier) so that student's can familiarize themselves so to contribute to the presentation. From these readings you will generate two broad questions, which will formulate your "quiz". Your peers at the end of your seminar will need answer these questions and submit by the following week. You will be responsible for grading them and submitting them back to me the following week (hence, 2 weeks after your presentation). I will then review your "grading skills" and the answers provided by your peers. These quizzes are weighted into item 4 below.

The order in which you will present will be decided on the following:

The student, who has the earlier date of presentation, will have first choice of topic. Note that no two students may have the same topic.

(2) Critical Review Paper (30%)

Students are required to complete a critical review paper. The review is expected to be prepared and submitted as if it were to be submitted for publication (i.e., APA format) as this will indeed be our goal together.

Your review paper is due two weeks after the last day of class (December 18, 2014)

The review paper should be consistent with your presentation material in that you should introduce and survey a construct (e.g., intelligence; memory; executive functions; computerized testing), various test measures with purported construct validity and sensitivity (keeping this disorder specific will be of aid), and denote strengths, limitations and future approaches of assessment as it relates to your specific topic.

For those students who might want to undertake a quantitative review rather than a narrative review of the literature using meta-analytic methods, this approach will allow you, for example, to systematically determine the sensitivity or positive predictive value of a given test measure as it relates to a specific clinical disorder. For those of you hoping to submit your work in this class for publication, I would strongly encourage you to consider this approach.

(3) Assessment Report 20%

Each student will be expected to produce a (neuro)psychological assessment report based on the test demonstration component related to the mock assessment of a fictional patient (i.e., ME!). In this report, students will be expected to include the following into their report:

- Incident History
- Current Subjective Complaints of the Patient
- Personal History
- Educational Achievements
- Work History
- Medical History
- Behavioural Observations
- A description of the Test Results
- Summary and Interpretation of Test Findings
- Diagnostic Conclusions

An example neuropsychological and psychological assessment report will be provided.

This report is due one week after the last day of class (December 4, 2014)



(4) Participation 10 % / Quizzes 10%

As noted, students are expected to learn from each other by way of attendance and participation during discussions in each seminar. Hence, you will find that your final grade is tied to your participation in class—10% of your final grade to be exact.

Your answers to the quizzes will also be graded as noted and worth 10% of your final grade.

Lecture Dates and Readings:

****Please note that the test demonstration component of each lecture will relate to an ongoing mock assessment of a fictional patient.***

September 11

Welcome, welcome, welcome.

Explanation of course expectations and orientation to the course requirements.

September 18

Lecture:

History, Theory and Practice of Neuropsychological Assessment and Intelligence Testing

Chapter 1

Selection of Student Topics

September 25

Lecture:

Basic Concepts

Chapter 2

Student Test Demonstration:

The Neuropsychological Examination: Procedures (i.e, the clinical interview)

Chapter 5

October 2

Lecture:

The Behavioural Geography of the Brain

Chapter 3

Student Test Demonstration:

Orientation and Attention

Chapter 9

October 9

Lecture:

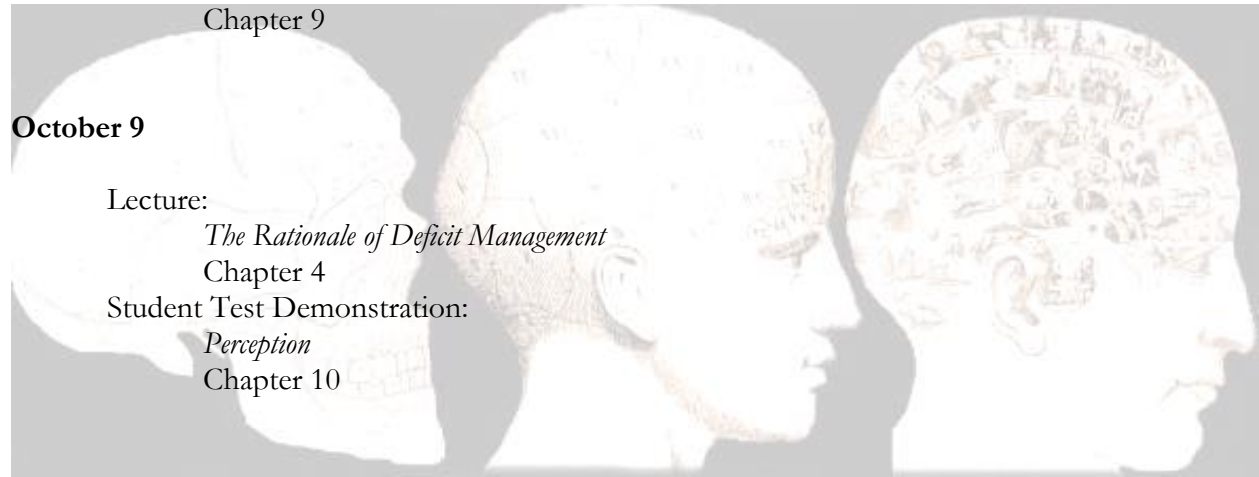
The Rationale of Deficit Management

Chapter 4

Student Test Demonstration:

Perception

Chapter 10



October 16

Student “clinical rounds” discussion.

October 23

Lecture:

The Neuropsychological Examination: Interpretation

Chapter 6

Student Test Demonstration:

Memory

Chapter 11

October 30

Lecture:

Neuropathology for Neuropsychologists
Chapter 7

Student Test Demonstration:

Verbal Functions and Language Skills
Chapter 13

November 6

Lecture:

Neuropathology for Neuropsychologists, Continued
Chapter 7

Student Test Demonstration:

Construction
Chapter 14

November 13

Lecture:

Neurobehavioral Variables and Diagnostic Issues
Chapter 8

Student Test Demonstration:

Concept Formation and Reasoning
Chapter 15

November 20

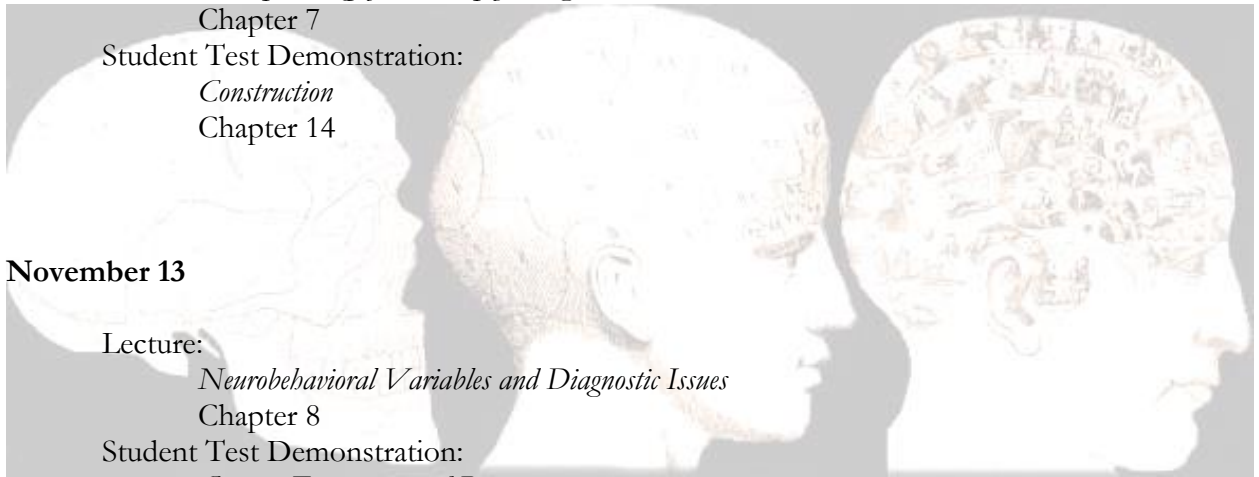
Lecture:

Neurobehavioral Variables and Diagnostic Issues Continued
Chapter 8

Student Test Demonstration:

Executive Functions and Motor Performance
Chapter 16

November 27



Lecture: Assessment 3.0: Real World Assessment of Cognition
Supplementary Readings to be provided

Student Test Demonstration:

*Neuropsychological Assessment Batteries (Specific to Intelligence Testing Batteries
Alone)*

Chapter 17

December 4

Student Test Demonstration:

*Testing for Response Bias and Incomplete Effort (i.e., performance, symptom, and embedded validity
measures)*

Chapter 20

Lecture:

Round Table Overall Review of the Neuropsychological Examination (Interpretation
of Findings)

