Rutgers University
Graduate School of Applied Professional Psychology

Individual Cognitive Assessment
[Course #: 18:820:633:01]

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Tele#: (732) 445-2000 ext. 136
Fall 2009 Syllabus

Instructor: Geraldine V. Oades-Sese, Ph.D., NCSP
Office: Room A347
Office Hours: T12:00-2:00 PM or By Appointment Only
Tel #: (732) 445-2000 Ext. 136
Email: grasez@rci.rutgers.edu
Course Time: Tuesdays, 9:15 AM-12:00 PM
Classroom: A340

Teacher’s Assistant: Victoria Dietz
Test Library Hours: M12:00-1:00 PM, 4:00-5:00 PM; T12:00-1:00 PM; W10:00 AM-12:00 PM
Email: vdietz@eden.rutgers.edu

COURSE DESCRIPTION:

The purpose of this course is to attain knowledge of intellectual functioning and develop skills in the cognitive assessment of children and adolescents. This course integrates the skills of administration and scoring of major cognitive assessment instruments (i.e., WISC-IV, WJ-III COG, KABC-II) in the context of recent cognitive theories and research. An overview of the SB5 and other tests will be presented. The Cattell-Horn-Carroll Theory of Cognitive Abilities will be the primary underlying framework for interpreting test data. Other tests such as the Wechsler Nonverbal Test and the Differential Ability Scales-II will be discussed. This course will also discuss APA and NASP Ethics Codes and Professional Standards pertinent to testing and dissemination of test results; social and educational implications of assessment; and development of communication skills and appropriate interventions. Issues of assessing culturally and linguistically diverse children and adolescents are integrated throughout the course in addition to specified lectures.

COURSE OBJECTIVES:

1. To gain an understanding of the assessment process and procedures used for children and adolescents consistent with ethical and professional standards.
2. To gain an understanding of the socio-political historical background underlying intelligence testing and development of cognitive tests, the role of culture and bias in testing, and the nature-nurture debate of intelligence.
3. To develop scientific problem-solving and hypothesis testing skills.
4. To acquire knowledge in developmentally appropriate test selection and psychometrics (e.g., standardization sample, reliability, validity, test floors and ceiling, item gradient).
5. To acquire competency in administration and scoring of the WISC-IV, WJ-III COG, and KABC-II.
6. To gain understanding of test scores, discrepancy and consistency analyses, profile analysis, and other interpretive techniques.
7. To acquire proficiency in test interpretation using CHC Theory through numerous illustrative cases and writing psychological reports.
8. To acquire proficiency in writing psychological reports for the WISC-IV, WJ-III COG, and KABC-II.
9. To communicate test findings and academic recommendations accurately and clearly through oral and written presentations.
10. To gain knowledge of assessing culturally and linguistically diverse children and adolescents through appropriate test selection, understanding cultural and linguistic demands of tests, and developing awareness of the influences of acculturation level and language proficiency on test performance.

**Required Textbooks:**


**Suggested Supplementary Textbooks:**


**REQUIRED MATERIALS:**

- Test kits and protocols for WISC-IV, WJ-III COG, and KABC-II. A fee of **$80** made payable to The Psychological Clinic must be given directly to the Testing Librarian prior to signing out test kits
- Stopwatch (silent)
- Clipboard to attach protocols during test administration
- Cassette tape or CD player to play auditory portions of tests
- Sharpened pencils with and without erasers
- Calculator
- Large manila envelope to submit protocols to the teaching assistant

**ASSIGNED READINGS:**

Each student is expected to read assigned chapters prior to attending class. This will benefit and reinforce learning of concepts, theories, and application. Copies of the testing manuals and additional readings will be posted as resources in Sakai prior to scheduled lecture.

**ASSIGNMENTS:**

**TEST ADMINISTRATIONS:** Each student is required to administer 4 WISC-IV, 4 WJ-III COG, and 3 KABC-II. The first administrations of the WISC-IV and WJ-II COG, and KABC-II are practice administrations to help students become familiar with test content and administration. Each student will be paired up with another student to administer tests to each other. Each student is required to assess “real” volunteer examinees from 2 different age groups. Parental consent must be obtained prior to testing examinees under the age of 18. The child's assent to testing must be obtained prior to testing. Please make sure a consent form is attached to each submitted protocol. Consent forms will be provided.

If a child refuses to go with the tester, no child should be coerced into being tested. If the child requests to discontinue and/or leave during the testing session, this request must be honored at no penalty to the child. Each student is expected to reach 100% accuracy on at least one protocol for each test. Failure to reach an error-free protocol will result in additional administrations. Under no circumstances are students allowed to provide test results or recommendations based on your evaluation to volunteer examinees and their parents. Test administrations are for training purposes only and therefore results may not be reliable or valid.

**COMPETENCY TESTS:** There will be 2 competency tests (100 points each) in test administration for the WISC-IV and WJ-III COG. Any grade 90% and above is considered passing. Any grade below 90% is considered failing. **If you fail any of the competency tests, you will receive a C or F for the entire course.** Further details will be discussed in class.

**PSYCHOLOGICAL REPORTS:** Each student is required to write a report (50 points each) for the WISC-IV, WJ-III COG, and KABC-II. Each student will receive feedback (formative process) on his/her report writing until criteria set by the instructor is satisfactorily met. (Report Writing Criteria will be distributed to students in class.)
QUIZZES: There will be 5 short quizzes (20 points each) given in the beginning of class. Students will be notified of the content and date. Quizzes are given to reinforce learning of concepts, theory, and application.

REFLECTION CARDS: Using a 4”x 6” index card, please reflect on what you have read in *The Mismeasure of Man*. Please do not write a summary of what you have read. Please write about your reactions, insights, thoughts and feelings, etc.

CASE PRESENTATION: Details will be discussed in class.

FINAL EXAM: Students will be given a take home final exam (100 points X 2) two weeks prior to the due date. The exam will be comprised of scoring a protocol; interpreting test data; writing a summary report; and answering short essay questions on assessing culturally and linguistically diverse children, historical underpinnings of intelligence testing, and current issues in cognitive assessment. Given that this is an exam, students are prohibited from sharing answers.

LATE ASSIGNMENTS:

A grade reduction of 10% per day will be given for late assignments.

ACADEMIC INTEGRITY:

ANY STUDENT WHO IS CAUGHT CHEATING, COPYING OFF FROM ANOTHER STUDENT, FABRICATING TEST ADMINISTRATION AND DATA, UNETHICALLY PROVIDING OTHERS WITH TEST ITEMS/ANSWERS OUTSIDE OF THE COURSE WILL BE IMMEDIATELY DISMISSED FROM THE COURSE AND RECEIVE A GRADE OF “F” AND WILL FACE THE ASSOCIATE DEAN (DESIGNATED ACADEMIC INTEGRITY OFFICER) AND THE RUTGERS OFFICE OF STUDENT JUDICIAL AFFAIRS. PLEASE VISIT WEBSITE FOR DETAILS: [http://academicintegrity.rutgers.edu/integrity.shtml](http://academicintegrity.rutgers.edu/integrity.shtml)

STUDENTS WITH DISABILITIES:

Students are advised of their right that the self-disclosure and accommodation process be carried out as confidentially as possible. It is the student’s responsibility to inform the instructor of his/her eligibility for accommodations by providing a copy of the documentation letter within the first two weeks of the term.

GRADING CRITERIA:

- Test Administrations: (11 X 20) 220 points
- Competency Tests: (2 X 100) 200 points
- Psychological Reports: (3 X 50) 150 points
- Quizzes: (5 X 20) 100 points
- Reflections 50 points
- Case Presentation 100 points
Professional Behavior, Attend, Participation 150 points

Final Exam ........................................ 200 points

Total Points: ...................................... 1170 points

A  = 1053-1170  points
B+ = 1006-1052  points
B  = 936-1005   points
C  = 819-935    points
F  = < 819       points

ATTENDANCE:

Each student is required to attend all classes. If you are unable to attend a class due to extraordinary circumstances (e.g., hospitalization) or religious observance, please inform me as soon as possible. It is your responsibility to get any missed notes and handouts from your peers, so please make arrangements with them in advance.

CLASS PARTICIPATION:

Class participation is critical to the course because it allows the instructor to check whether students have been doing the required readings, gauge students’ understanding of the course materials, and evaluate students’ strength and weaknesses as well as their attention.

PROFESSIONAL BEHAVIOR:

Given that this is graduate school, the following professional behaviors are expected in class:

1. Use electronic devices (e.g., laptops) appropriately. The following behaviors are prohibited- playing games on the laptop, talking in chat rooms, checking email, working on papers or projects, IM’ing, texting, Googling, etc. Laptops are to be used for note-taking only! After a first offense, you will be banned from using them in class.

2. Side conversations are not allowed in class during instruction, presentation, and group discussions since this is disruptive to the instructor and your peers.

3. Listen and attend to others when they are speaking. This means that there should be no note passing, whispering, sleeping, working on homework for another course, etc.

4. Be respectful to instructor, TA and other students by using constructive comments, suggestions, and counterarguments.

Any student who engages in unprofessional behavior will be reflected in your overall grade by a decrease of a half or whole grade below what has been earned.

TESTING LIBRARY:

Each testing kit must be signed out by paired students. Please make sure you check for missing items in the test kit prior to signing out and returning to the test library. Please inform the
teaching assistant of any missing pieces immediately. You will be responsible for any loss, damage, or theft that occurs while the test is signed out to you. Test kits are very expensive ($700-$900) as well as individual pieces. Test kits must be returned immediately after all assignments have been turned in. All test kits are to be returned by the last day of class (Dec. 15th). Failure to return test materials will result in a grade of INCOMPLETE.
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<th>Reading Assignments</th>
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<td>Introductions</td>
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<td>Please sign out a WISC-IV Kit!</td>
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<td>Sept. 8</td>
<td>NO CLASS</td>
<td>WISC-IV Examiner’s Manual</td>
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<td>Sept. 15</td>
<td>Purpose of Assessment</td>
<td>Satt: Chpt. 1, 2, 6, 9</td>
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<td>Administering Tests to Children</td>
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<td>LAB: WISC-IV Administration</td>
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<td>Sept. 22</td>
<td>WISC-IV Continued</td>
<td>Satt: Chpt. 4, 10</td>
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<td>Affective &amp; Behavioral Considerations in Testing</td>
<td>F &amp; H: Chpt. 1, 2, 14</td>
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<td>History of Intelligence Testing</td>
<td>Gould: Chpt. 1</td>
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<td>Psychometric Integrity of Tests</td>
<td>WISC-IV Examiner’s Manual</td>
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<td>WISC-IV Illustrative Cases</td>
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<td>Sept. 29</td>
<td>Types of Scores</td>
<td>Satt: Chpt. 8, 11</td>
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<td>Normal Distribution</td>
<td>F &amp; H: Chpt. 3-9</td>
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<td>Theories of Intelligence</td>
<td><a href="http://www.iapsych.com">www.iapsych.com</a></td>
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<td></td>
<td>CHC Theory</td>
<td>WISC-IV Examiner’s &amp; Technical Manuals</td>
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<td>WJ-III COG</td>
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<td>LAB: WISC-IV_Report Writing</td>
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<td>Oct. 6</td>
<td>History of Intelligence Testing</td>
<td>Satt: Chpt. 7</td>
<td>WISC-IV Protocol #2</td>
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<td>F &amp; H: pp. 192-202, Chpt. 10</td>
<td>Reflection Card 2</td>
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| Date     | Dr. Kenneth Schneider/Illustrative Cases | LAB: WISC-IV Report Writing | www.crossbattery.com  
|---------|----------------------------------------|-----------------------------|-----------------------  
| Oct. 13 | Quick Overview of the WIPPSI-III and WAIS-III  
|         | LAB: WJ-III COG: Administration & Scoring | Satt: Chapt. 13-15  
|         |                                        | WJ-III Cog Examiner’s Manual | WISC-IV Protocol #3  
| Oct. 20 | Issues of Subtest Profile Analysis  
|         | IQ Debate: Nature Versus Nurture  
|         | Assessment of Culturally and Linguistically  
|         | Diverse Children  
|         | LAB: Q & A/Competency Test | F & H: Chapt. 12, 13  
|         |                                        | Gould: Chpt. 7, Epilogue  
|         |                                        | Handouts  
|         |                                        | Rhodes, Ochoa, & Ortiz Book  
|         |                                        | WJ-III Cog Examiner’s Manual  
| Oct. 27 | WJ-III COG: What You Need To Know  
|         | Dr. Ron Dumont/Illustrative Cases | LAB: WJ-III COG Report Writing |  
| Nov. 3  | Introduction to the KABC-II  
|         | LAB: WJ-III COG Report Writing | Gould: Chpt. 3  
|         |                                        | KABC-II Examiner’s Manual | WJ-III COG Protocol #2  
|         |                                        | Reflection Card 3 |  
| Nov. 10 | Luria Theory (VIDEO)  
|         | Assessment of Culturally and Linguistically  
|         | Diverse children: Continued  
|         | Nonverbal Assessment  
|         | LAB: KABC-II Administration & Scoring-Video | Rhodes, Ochoa, & Ortiz Book | WJ-III COG Protocol #3  
| Nov. 17 | Assessment of Culturally and Linguistically  
|         | Diverse Children: Second Language Acquisition, | Satt: Chpt. 5  
|         |                                        | F & H: Chapt. 11 | WJ-III COG Protocol #4  
|         |                                        | WJ-III COG Report |  
|         |                                        | WJ-III COG Report |  
|         |                                        | WJ-III COG Report |  

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<td>Acculturation Factors, CHC Culture-Language Matrix and Classifications of the WISC-IV and WJ-III COG</td>
<td>Rhodes, Ochoa, &amp; Ortiz Book KABC-II Examiner’s &amp; Technical Manuals</td>
<td>COMPETENCY TEST 2</td>
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<td>Dec. 1</td>
<td>Assessment of Preschoolers Overview of SB5 Illustrative Cases</td>
<td>F &amp; H: Chpt. 15, 22 Sattler: Chpt. 16, 17 Gould: Chpt. 4</td>
<td>KABC-II Protocol #1 Reflection Card 4</td>
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<td>LAB: KABC-II/Competency Test</td>
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<td>Dec. 8</td>
<td>CHC Culture-Language Matrix and Classifications of the SB5 and KABC-II Integration of Assessment Techniques Linking Cognitive Abilities with Achievement</td>
<td>Handouts: Readings Gould: Chpt. 5</td>
<td>KABC-II Protocol #3 Reflection Card 5</td>
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<td>Dec. 15</td>
<td>WJ-III COG &amp; ACH- illustrative cases Other Related Topics</td>
<td>Gould: Chpt. 6-7 Satt: Chpt. 3 F &amp; H: Chpt. 27, 28, 29</td>
<td>KAB-II Report FINAL EXAM DUE</td>
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