

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
Graduate School of Applied and Professional Psychology

Cognitive Assessment, Fall 2024

Course Number 18:826:630:02

Wednesdays 5:30-8:15 PM

Gordon Road - Room 422

INSTRUCTOR:

Katie Dulfer, PsyD

Part-Time Lecturer

Email: katiedulfer@gmail.com (best way to reach me)

kjdulfer@connect.rutgers.edu

Phone: (201) 230-4934 (Feel free to text!)

Office hours: Zoom Mondays 7:00-8:00pm

In Person By Appointment

My office hours are an opportunity for you to connect with me, a chance to ask clarifying questions about content, explore what you may want to do after you graduate, and find support.

CLASSROOM ASSISTANTS:

Name	Email	Phone	Office Hours
Kayla McNerny	kbm105@gsapp.rutgers.edu	(732) 606-7270	By appointment
Cianna Wong	chw50@gsapp.rutgers.edu	(732) 853-5536	

TESTING LIBRARY:

Olivia Hisiger, Testing Librarian

Email: classkits@gsapp.rutgers.edu

Hours: Tuesday and Wednesday 12-1:30

COURSE DESCRIPTION:

The purpose of this course is to attain knowledge on cognitive assessment and skills in administering measures of cognitive abilities. This course integrates administration and scoring of major cognitive assessment instruments in the context of theory, research, and best practices. Students will be introduced to interpretation of cognitive assessment results, as well as communication of findings through written reports. The course will reinforce basic issues of measurement such as reliability and validity, address the assessment of persons representing various stages of development, and introduce a wide variety of measures. Issues of assessing children and adolescents from a diverse set of populations are integrated throughout the course in addition to specified lectures. Upon completion, students will be qualified to administer the measures on which they have

been trained, and to monitor themselves in obtaining competence to administer, score, and interpret a wide range of cognitive assessment measures.

PROFESSION-WIDE COMPETENCIES & DISCIPLINE-SPECIFIC KNOWLEDGE:

School Psychology Profession-Wide Competency (SP-PWC) Elements

2.3. Conducts self in an ethical manner across professional activities.

3.1. Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.

5.2. Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative and well-integrated across a range of situations, populations, and systems.

6.3. Communicates orally and in writing assessment results in an accurate and effective manner sensitive to a range of audiences.

Discipline-Specific Knowledge (DSK)

Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.

Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

LEARNING OBJECTIVES:

Students who complete Cognitive Assessment will be able to...

1. Identify and explain the assessment processes and procedures used for children and adolescents consistent with ethical and professional standards. [SP-PWC Element 2.3]
2. Discuss and analyze 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. [DSK-Cognitive Aspects of Behavior]
3. Compare assessment tools based on psychometrics (e.g., reliability evidence, validity evidence) and other considerations (e.g., age range, delivery method, acceptability to stakeholders). [DSK-Psychometrics]

4. Administer and score of the Wechsler Intelligence Scales for Children, Fifth Edition (WISC-V) and the Woodcock Johnson IV Tests of Cognitive Abilities (WJ-IV-COG).
5. Prepare for and self-monitor obtaining competency to administer and score other cognitive assessment measures.
6. Demonstrate interpretation of a set of test scores to identify students' abilities relative to other persons, as well as to identify meaningful strengths, weaknesses, and discrepancies within a student's cognitive profile. [SP-PWC Elements 5.2, 6.3]
7. Write psychological reports that communicate meaningful results from cognitive assessments. [SP-PWC Elements 5.2, 6.3]
8. Assess children and adolescents from a diverse set of backgrounds by considering cultural and linguistic demands of tests, individual acculturation level and language proficiency, and other environmental considerations known to impact cognitive assessment. [SP-PWC Element 3.1]

RESPECT FOR DIVERSITY:

It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: including and NOT limited diversity with respect to gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. I encourage and appreciate your suggestions.

I acknowledge the privilege of my background as a person who is European American, and the potential impact of that background on my perspectives as related to Cognitive Assessment. I acknowledge that the meetings of Cognitive Assessment and much of the work of the course take place in Piscataway on the land of the Lenape Native American tribe.

INSTRUCTIONAL FORMAT:

Cognitive Assessment is an in-person course; we will teach and learn utilizing a variety of techniques such as activities, discussion, lecture, and multi-media stimuli. The expectation is that students will attend in person, unless there is a change made by the university and/or the instructor, which would be announced to the students in a timely fashion. **Please do NOT attend class in person if you have been exposed to, or are experiencing symptoms of, illness.**

ATTENDANCE:

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

REQUIRED MATERIALS:

- Test kits and protocols from the testing library
- Stopwatch measuring to the 100th of a second (silent)
- Clipboard to attach protocols during test administration
- Player for auditory portions of tests (you may use a laptop for this purpose)
- Sharpened pencils with and without erasers
- Calculator

REQUIRED TEXTBOOKS:

Sattler, J.M. (2024). *Assessment of children: Cognitive foundations* (7th ed.). San Diego, CA: Jerome M. Sattler. Available at www.sattlerpublisher.com

SUPPLEMENTARY (OPTIONAL) TEXTBOOKS:

Flanagan, D.F., & Alfonso, V.C. (2017). *Essentials of WISC-V assessment*. Hoboken, NJ: John Wiley & Sons, Inc.

Sattler, J.M. (2024). *Resource guide to accompany Assessment of Children*. (7th ed.). San Diego, CA: Jerome M. Sattler. Available at www.sattlerpublisher.com

Schrank, F.A., Decker, S.L., & Garruto, J.M. (2016). *Essentials of WJ IV cognitive abilities assessment*. Hoboken, NJ: John Wiley & Sons, Inc.

Weiss, L. G., Saklofske D. H., Holdnack, J. A., & Prifitera, A. (2016). *WISC-V assessment and interpretation: Scientist-practitioner perspectives*. San Diego, CA: Elsevier.

Zuckerman, E. L. (2019). *Clinician's thesaurus: The guide to conducting interviews and writing psychological reports* (8th ed.). New York, NY: The Guilford Press.

ADDITIONAL READINGS:

Desai, S. (Host). (2021, November 9). Cognitive assessment: A history and a path forward for all students. [Audio podcast episode]. In *EDI Podcast Series*. NASP.

- Gross, H. (2023, August 11). *Racial, ethnic gaps disclosed in NJ programs for gifted and talented students*. NJ Spotlights News. Retrieved from <https://www.njspotlightnews.org/2023/08/new-nj-state-data-shows-gaps-in-representation-in-gifted-and-talented-programs/>
- Harvey, V. S. (2006). Variables affecting the clarity of psychological reports. *Journal of Clinical Psychology*, 62(1), 5–18. <https://doi.org/10.1002/jclp.20196>
- Keith, T. Z., & Reynolds, M. R. (2010). Cattell–Horn–Carroll abilities and cognitive tests: What we've learned from 20 years of research. *Psychology in the Schools*, 47(7), 635-650.
- Kettler, R.J. (2015). Adaptations and access to assessment of common core content. *Review of Research in Education*, 39, 295-330. doi: 10.3102/0091732x14556075
- Lichtenstein, R. (March/April 2014). *Writing psychoeducational reports that matter: A consumer-responsive approach, part 3*. *Communique*, 42(6).
- Lichtenstein, R. (December 2013). *Writing psychoeducational reports that matter: A consumer-responsive approach, part 2*. *Communique*, 42(4).
- Lichtenstein, R. (November 2013). *Writing psychoeducational reports that matter: A consumer-responsive approach*. *Communique*, 42(3).
- Munoz, M. R. & Puente, A. (2018, August 23). *Considerations in cognitive assessments for Spanish-speaking children* [Webinar]. Pearson Assessments. <https://www.pearsonassessments.com/professional-assessments/blog-webinars/webinars/2018/08/considerations-in-cognitive-assessments-for-spanish-speaking-chi.html#>
- Radiolab. (2019). G: The Miseducation of Larry P. WNYC. Available at: <https://radiolab.org/series/radiolab-presents-g>
- Radiolab. (2019). G: Problem Space. WNYC. Available at: <https://radiolab.org/series/radiolab-presents-g>
- Rahill, S.A. (2018). Parent and teacher satisfaction with school-based psychological reports. *Psychology in the Schools*, 55(6), 693–706.
- Weiss, L. G. (2021, March 31). *Racial/ethnic differences in IQ test scores: The case for environmental and social justice* [Webinar]. Pearson Assessments. <https://www.pearsonassessments.com/professional-assessments/blog-webinars/webinars/2021/03/racial-ethnic-differences-in-iq-test-scores--the-case-for-enviro.html>

Welsh, J.A., Nix, R.L., Blair, C., Bierman, K.L., Nelson, K.E. (2010). The development of cognitive skills and gains in academic school readiness for children from low-income families. *Journal of Educational Psychology*, 102(1), 43-53.

SUPPLEMENTARY (OPTIONAL) READINGS:

Harada, C.N., Love, M.C.N., & Triebel, K. (2013). Normal cognitive aging. *Clinical Geriatric Medicine*, 29(4), 737-752.

Harvey, V. S. (1997). Improving readability of psychological reports. *Professional Psychology: Research and Practice*, 28, 271-274. doi:10.1037/0735-7028.28.3.271

NAMES AND PRONOUNS:

Class rosters are provided to the instructor with the students' legal names. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this request early in the semester so that I may make appropriate changes to my records.

CLASSROOM RULES:

This course requires students to provide clinical assessment services to children and families. Students should strive to think, speak, and act as psychologists during class meetings and at all times in the clinic. Thus, it is imperative that class starts on time, and that students listen to one another's comments respectfully and contribute to the classroom discussion in a professional and constructive manner. Case material, to the extent that it involves actual children and families, is kept strictly confidential. **Only clients' pseudonyms are used in class.**

Cognitive Assessment, by the nature of the course content, involves discussion of important and sensitive topics. It is my intent to co-create a brave space for rich discussion and learning. To that end, please be mindful of the emotional impact that perspectives you present may have on others in the classroom. I make this point to enhance the overall conversation, rather than to stifle it. Please know that as the course instructor I am available for feedback individually or in groups to continuously improve the classroom environment.

COURSE SCHEDULE:

Date	Topic	Readings	Assignments
9/4	Course Overview, Psychological Testing, and Assessment		Obtain Test Kit #1 (WJ IV COG)
9/11	Psychological Testing and Children	Sattler: Ch. 1 Challenges in Assessing Children: The Process Ch. 2 Challenges in Assessing Children: The Context Ch. 4 Role of the Evaluator	Quiz #1
9/18	WJ IV COG Setup and Core Subtests	Sattler: Ch. 17 Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) WJ IV COG Administration Manual	Bring Test Kit
9/25	WJ IV COG Scoring, Stats Psychometrics	Sattler Resource Guide Appendix L: A Primer on Statistics and Psychometrics WJ IV COG Technical Manual Schrank et al. (2016) Chapter 3	Quiz #2
10/2	Intelligence	Sattler: Ch. 5 Historical Surveys and Theories of Intelligence Ch. 6 Correlates of Intelligence Keith & Reynolds (2010) Radiolab G: Problem Space Desai (NASP) EDI Podcast	Protocol #1 Discussion #1
10/9	Report Writing & Supplementals WJ IV COG	Sattler: Ch. 20 Report Writing Harvey (2006) Rahill (2018) Lichtenstein (2013-2014) 3 Part Series Article	Quiz #3
10/16	Interpretation of WJ IV COG	Sattler Ch. 15 Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) WJ IV COG Interpretive Manual Schrank et al. (2016) Chapter 4	Protocol #2
10/23	Legal & Professional Issues	Sattler Resource Guide Appendix K: Ethical, Legal, and Professional Issues Radiolab G: The Miseducation of Larry P	Protocol #3 Discussion #2
10/30	COMPETENCY EXAM #1		
11/6	WISC-V Setup and Core Subtests	Sattler: Ch. 7 Wechsler Intelligence Scale for Children – Fifth Edition: Description Ch. 8 WISC-V Subtests WISC-V Administration Manual	Bring WISC-V Kit to Class
11/13	WISC-V Scoring, Accommodations	WISC-V Administration Manual Weiss et al. (2016) p. 27-29; p. 52-56 Kettler (2015)	Quiz #4 Report #1
11/20	Interpretation & Supplementals of WISC-V	Sattler: Ch. 9 Interpreting the WISC-V Weiss et al. (2016) Chapter 3 WISC-V Administration Manual	Protocol #4 Quiz #5
11/27	Cultural Considerations	Sattler: Ch. 3 – Culturally and Linguistically Diverse Children	Discussion #3 Protocol #5

		Webinar: Consideration in Cognitive Assessments for Spanish-Speaking Children Gross (2023)	
12/4	Artificial Intelligence and Implications for School Psych & Assessment	*Readings to be announced	Protocol #6
12/11	COMPETENCY EXAM #2		
12/18	Make-Up Day		Report #2

ASSIGNED READINGS:

Each student is expected to complete the assigned readings prior to attending class. **Readings may be changed throughout the semester.** Sufficient notice will be provided by the instructor.

ASSIGNMENTS:

TEST PROTOCOLS: Each student is required to administer six intelligence tests (25 points each). Three administrations will be with the WISC-V and three will be with the WJ-IV COG. The first administration of each test battery is a practice administration to help students become familiar with test content and administration; during this administration each student will be paired with another student, and the students will administer tests to each other. The other two administrations will be with people who are of appropriate age for the tests. At least one of the four administrations must be to a person who is African American, Latino American, or Native American.

Each student is expected to reach 100% accuracy on at least one WISC-V protocol and at least 90% on one WJ-IV COG protocol. Failure to meet these criteria will result in additional administrations which will not be included in the student's grade and will result in a grade of no higher than C in the course, until both accurate protocols are attained. **Additional administrations will be accepted until May 1, 2025 at the latest.**

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 examiner, the child should not 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. Under no circumstances are students allowed to provide test results or recommendations based on test administrations to volunteer examinees and their parents. Test administrations are for training purposes only and therefore scores and subsequent inferences may not be reliable or valid.

COMPETENCY TESTS: There will be two competency tests (100 points each): one on the WISC-V and one on the WJ-IV COG. Any grade 90% and above is considered passing. Any grade below 90% is considered failing. Any student receiving a failing grade will retake the test, with the score from the original test counting toward the student's grade. Any student failing three competency tests (i.e., the original test and two retakes) will receive a grade of no higher than C in the course. Further details will be discussed in class.

PSYCHOLOGICAL REPORTS: Each student is required to write two reports (55 points each), one based on a WISC-V administration and one based on a WJ-IV COG administration. (Report Writing Criteria will be distributed to students in class.)

QUIZZES: There will be 5 short quizzes (5 points each) given at the beginning of designated class periods. Quizzes are given to reinforce learning of concepts, theory, and application. Each quiz will cover all reading that has been assigned since the previous quiz. The quizzes are not timed. Any student who is late to class will have to submit the quiz once all students who arrive on time are finished.

DISCUSSIONS: There will be 3 online discussions (5 points each) assigned through Canvas. Discussions are assigned to reinforce learning of concepts, theory, and application. Discussions must be completed before the start of class on the date they are due. The discussion questions will be reviewed/discussed during class.

LATE ASSIGNMENTS:

Assignments are due at the beginning of class. Any assignment that is not submitted at the beginning of class on its due date will be considered one day late, and one day will be added for each additional 24 hours until the assignment is submitted. A grade reduction of 10% per day will be given for late assignments. All late assignments are to be submitted to Katie Dulfer, rather than to one of the classroom assistants. Assignments submitted electronically should be in single files, rather than multiple pages of scans.

GRADING CRITERIA:

Test Protocols: 150 points
Competency Tests: 200 points
Psychological Reports: 110 points
Quizzes: 40 points

Total Points: 500 points

A = 450-500
B+ = 435-449
B = 400-434
C = 350-399
F = 0-349

ACADEMIC DISHONESTY AND UNPROFESSIONAL CONDUCT:

Students are expected to abide by the APA Ethical Principles and Code of Conduct and the ethical code of conduct and policies regarding academic dishonesty/plagiarism. The University's academic integrity policy, to which this class will adhere, can be reviewed at: <https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf> The Academic Integrity website can be reviewed at: <https://nbacademicintegrity.rutgers.edu/>

STUDENT SUCCESS:

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely.

DISABILITY STATEMENT:

Rutgers University–New Brunswick welcomes students with disabilities into the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office, participate in an intake interview, and provide documentation (ods.rutgers.edu/students/documentation-guidelines). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: ods.rutgers.edu/students/registration-form. These accommodations must be consistent with course requirements.

TESTING LIBRARY:

Each student may check out one testing kit at a time. You must make requests one week in advance of the time you need the kits. Please make sure you check for missing items in each test kit prior to obtaining it and again before returning it to the test library. Please inform the librarian of any missing pieces immediately. You will be responsible for any losses, damages, or thefts that occur while the test is in your name. Test kits are very expensive (exceeding \$1,300), as are individual pieces. Test kits must be returned immediately after all assignments have been submitted. All test kits are to be returned by the last week of class (**December 18th, 2025**), even if remediation is still necessary. Failure to return test materials will result in a grade of incomplete. Students who need to remediate should contact the testing library **after** returning kits to make other arrangements regarding the materials needed for remediation. No additional protocols will be given for remediation unless you return the kit and touch base with the testing library to arrange continued use of the testing materials for remediation.