

Introduction to Cognitive Assessment
Spring 202, Tuesdays 8:45 AM – 11:30 AM
Beata Sylvia Geyer, Ph.D., ABPP-CN
Course Instructor
Jaylene Sosa – Course Assistant

The purpose of this course is to develop competency in cognitive assessment of children, adolescents and adults. This course integrates the skills of administration and scoring of major cognitive assessment instruments (i.e., WISC-V, WAIS-5, WJ-V COG) in the context of recent conceptualizations of intelligence and research. An overview of the Stanford Binet Intelligence Scale and other tests will also be presented. The Cattell-Horn-Carroll Theory of Cognitive Abilities will be contrasted with other conceptualizations of intelligence. The conceptualizations of intelligence will examine the historical and current contributions of scientists, journalists, and politicians. We will discuss how tests have been developed, used, and misused depending on political, historical, and social contexts. There is no single elegant theory of intelligence and that leaves opportunity for multiple interpretations as well as false narratives.

The APA/AERA Ethics Codes and Professional Standards pertinent to testing and dissemination of test results will be discussed along with educational, employment and social implications of assessment and development of communication skills and appropriate interventions. Issues of assessing culturally and linguistically diverse individuals are integrated throughout the course as are systemic cultural contributors to the “achievement gap”. The topic of Learning Disorders is also introduced.

In order to achieve these skills, the student will:

1. Know the socio-political historical bases of psychological assessment
2. Apply psychometric concepts to intelligence tests through test evaluation, test selection and test interpretation
3. Demonstrate proficiency in the administration and scoring of the Wechsler Scales of Intelligence and Woodcock Johnson Cognitive Battery
4. Apply the scientific problem-solving model of psychological assessment to an analysis of referrals and use of tests
5. Apply the Cattell, Horn, and Carroll (CHC) theory of intelligence through test analysis and interpretation, oral and written communication of test findings
6. Describe the historical context of Learning Disability
7. Practice administering WISC V, WAIS 5, & WJ-V

8. Demonstrate proficiency in observational skills so that client test taking behaviors are integrated with quantitative, content and process information
9. Write psychological reports which communicate the results of the assessment in an accurate and clearly presented manner
10. Evaluate structural, systemic, information processing, and multiple explanations of intelligence
11. Demonstrate proficiency with linguistic and culturally diverse populations
12. Demonstrate beginning proficiencies in case management including initiating a new case, taking a detailed history, administering a battery of measures, meeting with a peer supervisor, writing an integrated report and being supervised by a doctoral level psychologist

METHODS OF EVALUATION:

We will be starting with the Wechsler Adult Intelligence Scale (WAIS-5) and then before the spring break we will transition to the Wechsler Intelligence Scale for Children (WISC-V). There are some assignments that will require you to administer each test to someone else. The WAIS may be administered to someone 16 years old and older. Further information will be shared in class. By the end of the semester, students are expected to reach a beginning mastery level of each test that will be demonstrated during a competency evaluation.

Each student is expected to obtain proficiency in test administration as determined through course assistant observations of test administrations, with the student following the standardized administration instructions carefully.

Each student is expected to reach scoring mastery on each set of test protocols. Mastery means correct administration of each test and scoring as judged by the course assistant and Dr. Geyer. The expectation is that by the end of the semester, the student makes no more than one error per-subtest and then after feedback makes no errors per subtest at the competency evaluation.

Each student will meet with the course assistant for 4 mandatory lab appointments. The class will meet for Labs on the WISC V, WAIS 5 and WJ-V. Two of these will be larger group meetings, and two will be smaller group meetings to observe and give feedback on test administration. These lab dates and times will be arranged with the course assistant and occur outside of scheduled class time. This is anticipated to occur in person.

Final examination. Competency Exams and Report Write-Up

Competency examinations on the WISC-V or WAIS-5 will be scheduled with both the course assistant and Dr. Geyer. This is anticipated to occur in person.

Textbooks:

Sattler, J. M. (2024) *Assessment of Children, Cognitive Foundations and Applications, Seventh Edition*, La Mesa, CA: Jerome Sattler.

Sattler, J. M. & Ryan, J.J. (2009). *Assessment with the WAIS-IV*. La Mesa, CA: Jerome M. Sattler.

Gould, S. J. (1996). *The mismeasure of man*. New York: W. W. Norton & Company. *Suggested*

Supplementary Textbooks:

Flanagan, D. P., & McDonough, E.M. (Ed.) (2018). *Contemporary intellectual assessment: Theories, tests, and issues. Fourth Edition*. New York: Guilford Press.

Roid, G. H., & Barram, A. (2004). *Essentials of Stanford-Binet Intelligence Scales (SB5) assessment*. Hoboken, NJ: John Wiley & Sons.

There are other Essentials of Psychological Assessment texts available for each test. Affordable- easily found on Amazon.

There are several excellent basic texts about basic psychometric concepts. For those of you who prefer to read from different texts we recommend the following:

Anastasi, A. & Urbina (7thed.) (1997). *Psychological testing*. New Jersey: Upper Saddle River: Prentice Hall.

Cronbach,L. (1991). *Essentials of Psychological Testing*. Any edition.

TESTING LIBRARY:

Each testing kit must be signed out (if you are part of a safe cohort the kit will be shared and only one of you will sign out the kit). Please inform the teaching assistant of any missing pieces immediately. You will be responsible for protecting the integrity of each test and adhering to the APA code of ethics. You will also be responsible for any loss, damage, or theft that occurs while the test is signed out to you. At this time, we continue to need to return testing kits after they are used. In addition, all test kits are to be returned by the last day of class. Failure to return test materials will result in a grade of INCOMPLETE.

You will be learning to administer various tests that are not only copyright protected but also protected under the ethical standards of APA and NASP. It is our responsibility to make sure that you protect these tests and also use them under strict guidelines. It is most important that you protect the test material and its contents. Since you will be learning these tests through practice administrations, it is essential that you only administer these tests to either a student peer in this class or to another person who signs an informed consent agreement. It will be your responsibility to find appropriate participants. It is recommended that the person you test for either the WAIS/WISC is the same person you test with the WJ for ease in comparisons between the tests. **Please make sure a consent form is attached to each submitted protocol. Test administrations are for training purposes only.**

SCHEDULE OF TEST PRACTICE ASSIGNMENTS and QUIZZES:

Feb. 3 WAIS-5 dummy protocol scored- Jaylene scored email/upload pdf or leave in box; labs with Jaylene

Feb. 10 WAIS-5 practice administrations due (with peer/colleague)

Feb. 17 WAIS-5 administered and scored (w/ “real” patient ages 16-95):
Students: reach out to testing center to reserve
WJ-V

Feb. 24 **Quiz on readings (Sattler texts/Gould only)**

Mar. 3 **WJ-V practice labs with Jaylene**; hand in 3 subtests w peer

March 10 Students: contact testing center to reserve WISC-V;
WJ-V core subtests administered and scored (5-95) on “real” pt;
Take Home Quiz assigned

SPRING BREAK March 13-21

Mar. 24 **Take Home Quiz Due on applications to readings (rely on Powerpoints, Sattler texts/Gould only):**
WISC-V dummy protocol scored
cog; Jaylene labs

Mar 31 WISC-V practice
administration submitted
(with peer/colleague): BD,
Sim, Voc, FW, VP, Pict
Span);

Apr. 7 WISC-V administered and scored. (ages 6-16)
Jaylene labs

Apr. 14 Competency Exams

Apr. 28 **Report Write Ups Due (WAIS or WISC - focused Extra Credit if you incorporate short WJ paragraph, ideally on same client)**

May 5 Make-ups (comps/quizzes etc)

May 12 Corrections due on report write-ups (optional)

TOPIC OUTLINE:

I. Introduction Jan. 20

- Review syllabus and assignments
- Obtaining practice subjects
- Purposes of clinical assessment
- Stanford Binet

II. Introduction to Testing with the WAIS-5: Jan. 20- Jan. 27

- Basic testing strategies and introduction
- Reliability & Validity Sattler Ch 2 Assessment with the WAIS-5

- C. Flanagan and McDonough, Chaps. 1,2,16
- D. Gould, pp. 21-141.
- E. WAIS 5 Introduction/Tutorial: begins Jan 27
- F. * WAIS-5 dummy protocol due to Jaylene: Feb 3

III. Task of the Practitioner Feb 3-10

- A. The Boston Process Approach
- B. Sattler WAIS, Chap. 1, 3
- C. Types of Test Scores
- D. Gould, pp. 143-263.
- E. WAIS-5 Practice Labs with Jaylene: week of Feb 3**
- F. * Feb 10 WAIS practice administration due

IV. Feb 17: Students: reach out to testing center to reserve WJ-V

- A. * Feb 17 WAIS administration and scoring due
- B. Flanagan and McDonough, Ch.3, 8, 16

V. WJ V & Test Scores Feb. 24- March 3

- A. Models of Human Intelligence; CHC Theory: Sattler Child Assessment: Chap. 5, 3
- B. Factorial Models
- C. Sattler Assessment of Children: Cog Foundations & Applications: Chaps. 7, 8
- D. Flanagan and McDonough, Chap. 11
- E. WJ V demonstration in class
- F. * Feb. 24: Brief Quiz on Sattler and Gould readings to date
- G. WJ-V practice labs with Jaylene: week of March 3**

VI. WISC-V Administration and Interpretation: March 10- March 24

- A. WISC-V Demonstration
- B. WISC-V: Sattler Assessment of Children: Chap. 2, 4
- C. March 10: take home quiz assigned to be submitted March 24
- D. Product & Process models
- E. March 24: WISC-V dummy protocol scored
- F. Practice Lab with Jaylene: week of March 24**

3/13-3/21/2024 SPRING BREAK

VII. -March 31

- A. WISC-V practice administration submitted with peer/colleague: BD, Sim, Voc, FW, VP, Pict Span
- B. Nature/nurture arguments

VI. April 7:

- A. Sattler Child Assessment, Chap. 15
- B. Flanagan & McDonough, Chap. 14

VII. NATURE versus NURTURE Mar 31 and April 7

- A. * Take Home Quiz due: Mar 31
- B. Sattler Chap. 6
- C. Flanagan & McDonough: Ch.4, 8, 25
- D. Gould, pp. 264-350.

E. Assessment Review

VIII. Review- April 7: unfinished topics; questions on tests

A. **COURSE ASSISTANT LAB to prep COMPETENCY EXAMS: Jaylene Sosa**

B. * Practice administration of WISC-V done and scored

IX. Competency Exams: time slot in clinic Apr. 14: 3 subtests of Wechsler: In lieu of regular class: sign up with Dr. Geyer or Jaylene Sosa for testing during class time or with Jaylene Sosa outside of class time.

X. Clinical Assessment-Reporting the results Apr. 21

A. Sattler Assessment of Children, Chap. 20

B. Flanagan & McDonough, Ch. 25,26

C. Sample reports, <https://iopc.online>

D. Culturally Competent Testing

XI. Learning disorders April 28

A. Sattler Chaps. 17

B. Flanagan & McDonough: Ch. 28

C. Gould, pp. 264-424.

D. ***Report Write-ups due**

E. Grigorenko, E.L. et al (2020). Understanding, educating, and supporting children with specific learning disabilities: 50 years of science and practice. *American Psychologist*, 75, 37-51

F. Sternberg, R. (Ed.) (1997). Intelligence and lifelong learning. Special Issue *American Psychologist*, 52, 10.

XII. Make-ups if needed (comps/quizzes) May 5

XIII. Report corrections (optional) May 12

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Rutgers University welcomes students with disabilities into all of 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 at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://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: <https://ods.rutgers.edu/students/registration-form>