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

Cognitive Assessment
Course Number 18:826:630
Tuesdays 9:00-11:45 (Room A230) & 1:45-4:30 (Room A230)
Fall 2018

INSTRUCTOR:

Ryan J. Kettler, PhD, NCSP
Associate Professor
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Office: Psychology A347
Office hours: Tuesdays 7:45am-8:45am or by appointment
Phone: (615)772-1184

TEACHING ASSISTANTS:

Morning Class: Jacqueline Slemp, jacqueline.slemp@gsapp.rutgers.edu, (203)247-8160
Afternoon Class: Shoshana May, shoshana.may@gsapp.rutgers.edu, (516)729-2389
Office hours: Room 341, Tuesdays 12:30-1:30pm (Shoshana), Wednesdays 12:00-1:00pm, or by appointment

TESTING LIBRARY:

Michael Friedman and Madeline White, Testing Librarians for Courses
Email: classkits@gsapp.rutgers.edu

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.
**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 acquire knowledge in developmentally appropriate test selection and psychometrics (e.g., standardization sample, reliability, validity, test floors and ceilings, item gradient).


5. To develop the ability to self-monitor in obtaining competence to administer and score other cognitive assessment measures.

6. To gain an understanding of test scores, discrepancy and consistency analyses, profile analysis, and other interpretive techniques.

7. To acquire proficiency in writing psychological reports.

8. To gain knowledge on assessing children and adolescents from a diverse set of backgrounds 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:**


**SUPPLEMENTARY TEXTBOOKS:**


**COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>9/4</td>
<td>Course Overview, Psychological Testing &amp; Assessment</td>
<td></td>
<td>Please obtain a WISC-V Kit!</td>
</tr>
<tr>
<td>9/11</td>
<td>Psychological Testing and Children</td>
<td>Sattler: Chs. 1 &amp; 2</td>
<td>Quiz #1</td>
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<tr>
<td>9/18</td>
<td>WISC-V Setup &amp; Core Subtests</td>
<td>Sattler: Chs. 9 &amp; 10, WISC-V Adm. Manual</td>
<td>Bring WISC-V to class</td>
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<tr>
<td>9/25</td>
<td>WISC-V Supplemental Subtests &amp; Scoring</td>
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<td>Bring WISC-V to class</td>
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<tr>
<td>10/2</td>
<td>Legal &amp; Professional Issues, Statistics &amp; Psychometrics</td>
<td>Sattler: Chs. 3 &amp; 4</td>
<td>Protocol #1 Quiz #2</td>
</tr>
<tr>
<td>10/9</td>
<td>Intelligence</td>
<td>Sattler: Chs. 7 &amp; 8</td>
<td>Quiz #3</td>
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<tr>
<td>10/16</td>
<td>Report Writing</td>
<td>Sattler: Ch. 18</td>
<td>Protocol #2</td>
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<td>10/23</td>
<td>Interpretation of WISC-V</td>
<td>Sattler: Ch. 11; WISC-V Tech. Manual</td>
<td>Quiz #4 Protocol #3</td>
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<td>10/30</td>
<td><strong>Competency Test #1 (WISC-V)</strong></td>
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<td>11/6</td>
<td>WJ-IV COG</td>
<td>Sattler: Ch. 17</td>
<td><strong>Bring WJ-IV COG Kits to Class</strong> Report #1</td>
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<td>11/13</td>
<td>Preschool Assessment, WPPSI-IV</td>
<td>Sattler: Chs. 12 &amp; 13</td>
<td>Quiz #5 Protocol #4</td>
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<td>11/20</td>
<td>Adult Assessment, WAIS-IV</td>
<td>Readings to be announced</td>
<td>Quiz #6 Protocol #5</td>
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<td>11/27</td>
<td>Cultural Considerations</td>
<td>Sattler: Ch. 5 Rhodes, et al.: Chs. 10&amp;11</td>
<td>Quiz #7 Protocol #6</td>
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<tr>
<td>12/4</td>
<td><strong>Competency Test #2 (WJ-IV COG)</strong></td>
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<tr>
<td>12/18</td>
<td>Make-Up Day</td>
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**REQUIRED MATERIALS:**

- Test kits and protocols for WISC-V, WJ-IV COG
- Stopwatch (silent, not a phone, watch, or laptop)
- Clipboard to attach protocols during test administration
- CD player to play auditory portions of tests (you may use a laptop for this purpose)
- Sharpened pencils with and without erasers
- Calculator
- Large manila envelope to submit protocols to the teaching assistant

**ASSIGNED READINGS:**

Each student is expected to complete the assigned readings prior to attending class.

**ASSIGNMENTS:**

**TEST PROTOCOLS:** Each student is required to administer six intelligence tests (25 points each). The first three must be WISC-V batteries, followed by WJ-IV COG batteries. The first administration of the WISC-V 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. At least one of the other five administrations must be to a person who is African American, Latino American, or Native American. The first administration of the WISC-V must include all subtests; other administrations of intelligence tests must include only the more commonly used subtests as indicated in class.

Each student is expected to reach 100% accuracy on at least one WISC-V protocol and on at least one WJ-IV COG protocol. Failure to reach an error-free protocol on both tests 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 100% accurate protocols are attained.

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. Further details will be discussed in class.

PSYCHOLOGICAL REPORTS: Each student is required to write two reports (55 points each) based on WISC-V administrations. (Report Writing Criteria will be distributed to students in class.)

QUIZZES: There will be eight short quizzes (5 points each) given at the beginning of 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.

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 Ryan Kettler, rather than to one of the teaching assistants.

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

ATTENDANCE:

Each student is required to attend all classes. If you are unable to attend a class due to extraordinary circumstances (e.g., hospitalization, family emergency) 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.
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.

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. Assignments for this class must represent original, independent work of each student. On assignments that require references, all sources must be appropriately cited. Submission of work previously or simultaneously submitted in another course is prohibited. Academic dishonesty or unprofessional conduct may result in failure of an assignment, failure of the entire course, and/or disciplinary action up to and including dismissal from the program.

DISABILITY STATEMENT:

If you need accommodations due to a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in case the building must be evacuated, please inform the instructor. Please see the instructor as soon as possible privately after class or during office hours. To request academic accommodations, students must first submit documentation to the Office of Disability Services for Students. Reasonable accommodations will be developed in cooperation with students and instructors. These accommodations must be consistent with course requirements.

TESTING LIBRARY:

Each testing kit must be obtained by a pair of students. You have to 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 $1,000), 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 day of class (December 11th, 2018), 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.