Learning Disability Psychoeducational Assessment -
Summer 2020
18:821:558
Instructors:
Melissa Marano, Psy.D 10am-3pm
Stacie Shivers, Psy.D. 9am-2pm
Remote Instruction

NOTICE:
Due to the change in instruction to remote learning and an inability to access and share testing kits/materials, the summer session will run for four (4) weeks. The course will begin 5/19/20 and conclude on 6/9/20. Students will receive an Incomplete grade that will be changed in the Fall semester, following completion of the course that includes one full day of Woodcock Johnson Achievement (WJ-ACH IV) testing instruction and a second day to complete the competency exam. These dates have yet to be determined.

Course Description:
The purpose of this course is to develop advanced competency skills in the administration of psychoeducational assessment of children, adolescents and adults. Building upon the assessment practices learned in the spring cognitive assessment course, students are required to integrate data from observations, interviews, and psychometric instruments for the development of an appropriate psychoeducational evaluation. The administration and scoring of the testing instruments in this course will address issues of reliability and validity, current practices, interpretation of results and recommendations across areas of educational, psychological, and neuropsychological performance. The goal of this course is to have students ready to be assigned testing cases through the Psychological Services Clinic.

Objectives:  The course is designed to teach the student how to:

1. Identify and select the appropriate instruments to address referral question(s).

2. Demonstrate proficiency in the scoring and administration of course testing instruments used in completing a comprehensive psychoeducational (ADHD/LD) evaluation. Specific tests are listed below in the section titled Assessment Instruments.

3. Interpret and integrate data obtained from observational, behavioral and assessment sources.

4. Write an integrated psychoeducational evaluation report which communicates results in an accurate and clear manner.

5. Conduct an effective feedback session with clients.
**Course Requirements & Student Performance:**

1. Each student is expected to obtain mastery in test administration as determined through in class observations and competency examination.

2. Each student is expected to reach scoring mastery on each set of test protocols.

3. All students are expected to attend class. If you cannot attend class on a given day, the instructor should be notified.

4. Given the accelerated nature of this course, no more than 1 absence will be allowed, except for special and unusual circumstances.

5. Students are expected to arrive on time for class. Excessive lateness will be reflected in your grade.

6. It is expected that all work will be done in a **timely fashion**. We are preparing you for real situations with real people who are awaiting results so that appropriate decisions can be made.

**Course Process:**
Instructors will review the typical battery used to assess ADHD and LD diagnoses, as well as ruling out comorbid psychopathology of depression, anxiety, addiction, or trauma.

De-identified test cases will be utilized for teaching purposes before students accept referrals from the clinic. Lectures center on assessment of clients from diverse populations, as well as those with learning disabilities and attention and executive functioning disorders. Students will also deal with the assessment of academic achievement and personality, as well as an introduction to neuropsychological assessments.

**Readings:**
Specific readings will be assigned throughout the course. A general reference list is attached.

**Departmental and University Policies:**

Work submitted for this course must be your own. You are responsible for knowing and conforming to all professional and university standards. See: [http://academicintegrity.rutgers.edu/students.shtml](http://academicintegrity.rutgers.edu/students.shtml)
Procedures:

1. Adherence to APA standards of ethical and professional practice is expected of all students. It is especially relevant to this course that the student be particularly cognizant of those sections which deal with the protection of human rights and the confidentiality of information. If any questions arise concerning ethical or professional matters, please consult your supervisor immediately. Students are working under a designated supervisor who will counter sign all reports and be responsible for your evaluation.

2. Students are expected to follow procedures pertaining to the use of the facilities at the Psychological Services Clinic.

Testing Library:

*Due to the change to remote learning all testing instruments utilized during the summer session will be accessible electronically.

The following pertains to the FALL Semester:
Each testing kit must be signed out after using the testing library’s scheduling system. Please inform the instructor 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. Test kits must be returned after all assignments have been completed. 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.

Competency Tests:
There will be select competency tests that you will take in order to demonstrate your test administration and scoring skills. Further details will be discussed in class.

Assessment Instruments:
The instruments most commonly used in this course are provided below. Note that not every test is used for every client. Tests are selected to address the client’s particular reason for referral. However, those tests starred constitute the Core Battery to be used for most of the clients unless otherwise indicated.

Cognitive Assessment

- *WAIS-IV (All subtests including supplementals)
- WISC-V  (All subtests including supplementals)

Academic Achievement

- *Woodcock Johnson – Achievement IV (CORE 1-11 plus Reading Recall and Number Matrices)
### Discrete Functions
- *Nelson Denny*
- *CVLT*
- *Conners Continuous Performance Test (CPT-III)*
- DKEFS (select subtests)

### Diagnostic/Personality
- *PAI*
- *Conners*
- BASC
- BRIEF
- BAI
- BDI

### Course Outline:

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<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
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<tr>
<td>Week 1</td>
<td>Introduction to Class, Review Syllabus</td>
<td>APA Ethical Guidelines</td>
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<tr>
<td>5/19/20</td>
<td>Review: Ethical and Legal Issues in Testing, Psychometrics of Testing, Making Meaning out of Test Scores</td>
<td><em>Articles to be provided by instructor</em></td>
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<td>The Referral Question &amp; Choosing the Right Test to Answer It</td>
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<td>Week 2</td>
<td>ADHD and other frontal lobe dysfunction</td>
<td><em>Handouts from Essentials of Neuropsychological Assessment provided by instructor</em></td>
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<td>5/26</td>
<td>CPT, D-KEFS</td>
<td>D-KEFS test kit, test protocols, manuals</td>
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<td>Case Data Presentations/Group Supervision of Cases/Check ins about report writing</td>
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<td>Week 3</td>
<td>Learning Disorders</td>
<td>Essentials of WJ IV, Chp 1-6</td>
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<td>6/2</td>
<td>WJ-ACH Introduction, Nelson Denny, CVLT</td>
<td>Essentials of Assessment Report Writing, Chp 3-6</td>
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<td>Case Data Presentations; Report Samples</td>
<td><em>Articles to be provided by instructor</em></td>
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<td>Week 4</td>
<td>Personality Functioning- PAI, BASC</td>
<td>*Handouts from Essentials of PAI provided by instructor</td>
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<td>Case Data Presentations</td>
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<td>Week/Class Session 5</td>
<td>Woodcock Johnson Achievement- Lecture &amp; Lab</td>
<td>WJ-ACH-IV test kit</td>
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<td>TBA in the FALL</td>
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<td>Test protocols, test manual</td>
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<td>Week/Class Session 6</td>
<td>Competency Examinations</td>
<td>Competency Examinations</td>
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<td>TBA in the FALL</td>
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**Rutgers Statement on Accommodations**

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

**REFERENCES**

**Required Texts:**


*Additional Readings:*


