Individual Cognitive Assessment
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Emily Badin-course assistant
Spring 2020 Room A341

The purpose of this course is to develop competent skills for the 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-IV, WJ-IV COG, ) in the context of recent cognitive theories 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 topic of Learning Disorders is introduced along with historical, conceptual and relevant clinical issues. 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.

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 IV, & WJ-IV.

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 cultural 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:**

Each student is expected to obtain proficiency in test administration as determined through course assistant observations of test administrations.

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. Marano.

Each student with meet with the course assistant for lab appointments. The class will meet twice for Labs on the WISC V and WAIS IV. These lab dates and times will be arranged with the course assistant and occur outside of scheduled class time. The WJ Lab will occur with both the course instructor and assistant during a schedule class time- as noted on the syllabus.

The course assistant with also meet with two pairs of students at a time, by appointment, to observe and give feedback on test administration.

Final examination. This is comprised of essay question and protocol scoring.

Competency examinations on the WISC-V, WAIS-IV and WJ will be scheduled with both the course assistant and Dr. Marano.

**Textbooks:**

**Suggested Supplementary Textbooks:**
There are other Essentials of Psychological Assessment texts available for each test.
Individual Cognitive Assessment  
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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:


**TESTING LIBRARY:**

Each testing kit must be signed out by the members of your team (usually two of you). 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. Test kits must be returned after all assignments have been completed. 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 and you may not administer the test to anyone with whom you have a close relationship. This includes first and second-degree relatives, close neighbors, partners, and friends. Please make sure a consent form is attached to each submitted protocol. Test administrations are for training purposes only.

**SCHEDULE OF TEST PRACTICE ASSIGNMENTS:**

- Jan. 21: Binet Kit review in class- request for 1/28
- Jan. 28: SB practice with your class partner
- Feb. 4: WISC administered to your class partner
- Feb. 11: WISC-V protocol scored- Alexis scored
- Feb. 18: WISC-V protocols scored- Theodore and Carmena
- Mar. 3: WISC-V administered and scored (7-16)
- Mar. 10: WAIS-IV protocol scored-Craig
- Mar. 24: WAIS-IV protocol scored- Gina
- Mar. 31: WAIS-IV administered and scored. (16-95)
- Apr. 7: WJ-IV administered and scored. (5-95)
- Apr. 28: One WAIS-IV and WJ on same person with report
- May 12: Final Examination due
TOPIC OUTLINE:
I. Introduction Jan. 21
   A. Review syllabus and assignments
   B. Obtaining practice subjects
   C. Purposes of clinical assessment

II. Types of Test Scores Jan. 28- Feb. 4
   A. Text on testing
   B. Stanford-Binet
   C. Sattler Chaps. 1-4
   D. Intro WISC-V

III. Reliability Feb. 11-18
   A. Text on basic testing
   B. Sattler Chaps.
   C. Flanagan and Harrison, Chaps. 1,2,14
   D. Gould, pp. 21-141.
   E. WISC-V

IV. Validity Feb. 25-March 3
   A. Text on basic testing
   B. Flanagan and Harrison, Chaps. 3-9
   C. WISC-V

V. Task of the Practitioner March 10
   A. The Boston Process Approach
   B. Sattler, Chap. 10
   C. Gould, pp. 143-263.
   D. Flanagan and Harrison, pp. 192-202, Chap. 10.
   E. WAIS-IV

3/14-3/22 Spring Break

VI. Models of Human Intelligence-March 24
   A. Product models
   B. Process models
   C. Factorial models
   D. Nature/nurture arguments
   E. WAIS IV

VI. Micro Lab- March 31
   A. Micro-lab
   B. Sattler, Chap. 11
   C. WJ IV
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VII. Clinical Assessment- Apr. 7
   A. Sattler Chaps. 5, 6, 12
   C. CHC Theory
   D. WJ IV

VIII. Reporting the results Apr. 14
   A. Sattler, Chap. 21
   B. Sample reports
   C. Rhodes, Ochoa & Ortiz
   D. Culturally Competent Testing

X. Learning disorders Apr. 21
   A. Sattler Chaps. 5, 6, 12
     American Psychologist. 51,2,77-101.
     American Psychologist, 52, 10.

XI. Learning disorders I Apr. 28
   A. Sattler, Chap 11
   B. Sample reports

XII. Clinical Interpretation - May 5

XII. Final Examination – May 12

Rutgers Mandated Statement on Academic Integrity:http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Rutgers Statement on Accommodation
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