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 and systemic cultural contributors to the “achievement gap”.

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 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.
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10. Evaluate structural, systemic, information processing, and multiple explanations of intelligence.

11. Demonstrate proficiency with linguistic and cultural diverse populations.

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. Schneider.

Each student will meet with the course assistant for four lab appointments.

The class will meet twice with the course assistant as a whole to review test administration (once for the WISC-V and once for the WAIS-IV). These meetings will occur before the first assigned administration for each test. The course assistant will notify you about the time you will be meeting. Attendance at these meetings is mandatory.

The course assistant will also meet with two pairs of students at a time, by appointment, to observe and give feedback on test administration. These meetings will occur after the first assigned administration for each test. The dates and times for these labs will be set by the course assistants.

Final examination.

++Arrange with the course assistant for competency examinations on the WISC-V, WAIS-IV and WJ after March 25.

Textbooks:

Suggested Supplementary Textbooks:
There are excellent basic texts about basic psychometric concepts. For those of you who prefer to read from different texts we recommend any edition of 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. 29  WISC-V practice with your class partner  
Feb. 5   WISC-V protocol scored-Carmena (Sakai)  
Feb. 19 WISC-V protocol scored- and Alexis  
Mar. 11 WISC-V administered and scored (7-16)  
Mar. 25 WAIS-IV protocol scored-Craig  
Apr. 1   WAIS-IV protocol scored-Gina  
Apr. 8   WAIS-IV administered and scored. (16-95)  
Apr. 15 WJ-IV administered and scored. (test partner)  
Apr. 29 One WAIS-IV and WJ on same person with report  
May 13  Final Examination due
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Complete the WISC dummy protocol named, Carmena, and give it to Docia up to the morning of February 5. See document in Sakai about how to complete the dummy protocols.
Complete the other test dummy protocols and give them to Docia up to the date listed above.
Administer a WAIS to adult, score and hand in to Docia by April 8.
Administer WJ IV Cognitive Battery subtests 1-6, 13,16 and 18 to your partner and hand in protocol to Docia by April 15.
Administer WAIS and WJ-IV Cognitive Battery subtests 3,6, 13, 16, 18, score everything and write report and hand in to Ken April 29.
Final Examination due May 6. Final is a take home exam. The exam consists of a dummy protocol, either WISC or WAIS (your choice) and one essay question. You will receive the exam May 6.
You and your partner will sit for a competency examination of both the WISC and WAIS with Docia. She will coordinate times with you.
April 1 is not a lecture/discussion class. On that date, you and your partner will have an appointment with Ken (times will be sent to you). Bring both WISC, WAIS and WJ kits.
I will send you further directions about this class. Each pair should expect to stay for about forty minutes.
Docia will present on the administration of the WJ and the use of the IPAD and the computer based scoring programs for the WISC, WAIS, and WJ.
TOPICAL OUTLINE:

I. Introduction Jan. 22
   A. Review syllabus and assignments
   B. Obtaining practice subjects
   C. Purposes of clinical assessment

II. Types of Test Scores Jan. 29- Feb. 5
   A. Text on testing –see N.B. above
   B. Brief history of intelligence testing-Stanford-Binet
   C. Sattler (09) Chaps. 1-4, Sattler (16) Chap. 1

III. Reliability Feb. 12-19
   A. Text on basic testing
   B. Sattler (16) Chap. 2
   C. Flanagan and Harrison, Chaps. 1,2,14
   D. Gould, pp. 21-141.
   E. WISC-V

IV. Validity Feb. 26-Mar. 4
   A. Text on basic testing
   B. Flanagan and Harrison, Chaps. 3-9
   C. WISC-V
   D. Sattler (09) Chap. 10, Sattler (16) Chap. 3
   E. Gould, pp. 143-263.

V. Learning Disorders- March 11
   A. History, definitions and mis-understandings
   B. WAIS-IV
   C. Sattler

VI. Models of Human Intelligence-March 25
   A. Sattler (09)
   B. CHC Theory
   C. Gould, pp. 264-350
   D. WAIS continued

VII. Micro Lab-April 1
   A. Micro-lab-Teams will meet with Ken to go over WISC, WAIS and WJ.
   B. Sattler, Chap. 11
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VIII. Using the IPAD version of Wechsler tests and computer scoring presented by Docia
   A. Woodcock Johnson Battery-continued

IX. Reporting the results Apr. 15
   A. Sattler (09), Chap. 21, Sattler (2016) Chap. 8
   B. Sample reports
   C. Woodcock Johnson Battery
   D. Case presentation

X. Chronic Nature/nurture issues Apr. 22
   A. Sattler (09) Chaps. 5, 6, 12
   F. Case presentation

XI. Clinical Interpretation with a battery of tests April 29
   A. Sattler (09) Chap 11
   B. The Boston Process Approach to test interpretation
   C. Case presentation

XII. Final examination due - May 6

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