

Rhode Island College
Feinstein School of Education and Human Development
Department of Counseling, Educational leadership and School Psychology

Course Syllabus for CEP 601: Cognitive Assessment
Edit 2/2011

CEP 601 Faculty fall 08 to fall 10			
	Eagle, John	Full time	Ph.D.

Texts and Required Materials

1. Sattler, J. M. (2008). *Assessment of Children: Cognitive applications (5th ed.)*. San Diego, CA: Jerome M. Sattler, Publisher, Inc.
2. Wechsler, D. (2003). *WISC-IV Administration and Scoring Manual*. Harcourt Assessment, Inc.
3. \$35 fee for reimbursement to the School Psychology Assessment lab for class materials.
4. Stopwatch

Optional Texts

1. Flanagan, D. P., & Kaufman, A. S. (2004). *Essentials of WISC-IV Assessment*. Hoboken, NJ: Wiley.
2. Lichtenberger, E. O., & Kaufman, A. S. (2003). *Essentials of WPPSI-III Assessment*. Hoboken, NJ: Wiley.
3. Lichtenberger, E. O., & Kaufman, A. S. (2009). *Essentials of WAIS-IV Assessment*. Hoboken, NJ: Wiley.
4. Schrank, F. A., Miller, D. C., Wendling, B. J., & Woodcock, R. W. (2010). *Essentials of WJIII Cognitive Abilities Assessment, Second Edition*. Hoboken, NJ: Wiley.

Course Description:

Lab experiences are provided in the administration, scoring, and interpretation of individual cognitive assessments, with emphasis on the application of tests. Psychological report writing is also introduced.

Expanded Description:

This course is designed to introduce School Psychology C.A.G.S. candidates to cognitive assessment. The course begins with a review of the assessment process, theories of intelligence, measurement concepts, and controversial issues. A series of structured classroom activities and independent field-based practice follow. Through these experiences, students will develop competence in the understanding, administering and scoring of several cognitive assessment batteries. Batteries used will reflect a range of theoretical perspectives regarding intelligence and its assessment. Students will learn and practice administering batteries to children and youth. At

the end of the semester, students are introduced to test interpretation and report writing. Ethical and legal issues are address throughout the semester.

Relationship of this course to the conceptual Framework of the Feinstein School of Education and Human Development (FSEHD)

CEP 601 is the first course in the assessment sequence in the School Psychology C.A.G.S. program. It is taught with the overall aim of developing the School Psychology C..AG.S. student into a reflective practitioner. Such a practitioner will have a strong knowledge base, be pedagogically sound, and will always work toward implementing best practice in the field of school psychology. Best practice includes being sensitive to issues of human diversity and cultural differences as well as having knowledge of current ethical and legal standards as related to the cognitive assessment of children and youth. Decision-making regarding the appropriate use of technology in assessment will also be addressed. Emphasis will be placed upon continuing professional development upon the conclusion of the course.

Course Goals:

Upon completion of CEP 601, it is expected that students will be able to:

1. Understand the history, purpose, and challenges in the cognitive assessment of children and youth (NASP 2.10, CF Knowledge 3 & 4)
2. Identify laws that are pertinent to cognitive assessment and schools (NASP 2.10 and CF Knowledge 4).
3. Understand ethical and legal issues regarding the assessment of children and youth (NASP 2.10; CF Knowledge 3 & 4, and CF Practice 3 & 4).
4. Knowledge of ways in which cultural and linguistic diversity can impact upon the cognitive assessment process (NASP 2.8; CF Knowledge 3 & 4, and CF Practice 3 & 4).
5. Comprehend and apply statistical and measurement concepts in the test selection and report writing (NASP 2.1 & 2.9; CF Knowledge 1)
6. Knowledge of the theoretical underpinnings and psychometric properties of theoretically different cognitive assessment batteries (NASP 2.9 & 2.10; CF Knowledge 1 & 2)
7. Administer a preschool or adult measure of intelligence (e.g., WPPSI-III or WAIS-IV) (NASP 2.1, 2.3 & 2.4; CF Knowledge 1, and CF Practice 1)
8. Administer a nonverbal assessment of cognitive ability (NASP 2.8, CF Knowledge 1 & 3, CF Practice 1 & 3).
9. Administer and score six cognitive assessment batteries (NASP 2.1, 2.3, & 2.4, CF Knowledge 1, and CF Practice 1).
10. Interpret cognitive assessment data and summarize data in written reports (NASP 2.1, 2.3, & 2.4; CF Knowledge 1, 2, & 3, and CF Practice 1, 2, & 3)
11. Link assessment data to recommended academic interventions; (NASP 2.1 & 2.3; CF Knowledge 1, 2, & 3, and CF Practice 1, 2, & 3).
12. Utilize technology to score protocols, write reports, share information with colleagues, and gain access to a wider range of resources (CF Knowledge 1, 2, & 3, and CF Practice 1, 2, & 3)

13. Work cooperative with colleagues in sharing professional resources and opinions (NASP 2.2; CF Knowledge 4, and CF Practice 4).
14. Utilize technology to score protocols, write reports, share information with colleagues, and gain access to a wider range of resources (Video & Written Report; CF Knowledge & Professionalism)
15. Work cooperative with colleagues in sharing professional resources and opinions (Professional Work Characteristics: NASP 2.2; CF Professionalism)

Academic Misconduct

Please refer to Rhode Island College's policy on academic misconduct:

Students with Disabilities

Any student in this course who has a disability that prevents the fullest expression of his/her abilities should contact the instructor personally as soon as possible so we can discuss the procedures for making appropriate accommodations necessary to complete the course requirements.

Course Policies

This is a mastery-oriented practicum course. Due to the intense nature of classroom instruction, you are expected to attend all class meetings. Your class participation grade will depend on your attendance and your preparation and readiness to engage in class discussions. If you must miss a class, be sure to notify the instructor before the missed class in order to arrange to make up missed material and assignments.

Administration of norm-referenced testing:

Students involved in field-placement or practicum activities during this semester are not allowed to administer ANY intelligence assessments at their placement sites. Competence in assessment is not developed by completing this course. Other courses and supervised experiences are required. If a student is suspected of conducting intelligence assessments during field-placement or practicum, they will fail this course.

Written Consent and Assent:

Each student must obtain written consent from the child or adolescent's parent or legal guardian or the adult and assent from the child or adolescent **prior** to testing the child, adolescent, or adult. The student is responsible for obtaining a written consent form from the instructor for practice test administration **before** each scheduled testing session.

You must have written consent prior to testing a child even if you are familiar with the family. Permission must be obtained from the parent or legal guardian. Permission forms are available from the instructor and will be handed out in class. You must keep these permission forms and attach them to the test protocols. The testing of children without written consent of the parent or legal guardian will result in a grade of "F" for the course.

Confidentiality:

When writing a report or discussing an examinee or an examinee's test results, please use the examinee's first name only, first and last initials, or fictitious name to protect the confidentiality of the individual.

Course Requirements and Grading

Class attendance, preparation and participation	10 pts
6 Practice test protocols & reflective self critiques	60 pts
1 Written report	15 pts
1 Videotaped Assessment (WISC-IV) and self-critique	15 pts

Total 100 points

Attendance and participation: Class participation will be rated for each class based on preparation and participation in class discussions and activities. Unexcused absences will reduce your grade.

Practice test protocols: You will be required to hand in scored test protocols or data forms for the following assessments: three WISC-IV, one WAIS-IV *or* WPPSI-III, on WJIII, and one test of nonverbal intelligence.

Written report: You will be required to write one assessment report based on the cognitive assessment data obtained from the WISC-IV. The sample report should include a description of the test you administered, behavioral observations during testing, a table reporting results (including subtest scores, percentile ranking and classification), and a written description and interpretation of the results including specific examples. Computer scoring using the WISC computer scoring software should be completed for the protocol used for the WISC report and turned in with the report.

Videotaped Testing Administration: One of your testing administrations (WISC-IV) must ALSO be video-taped in full and submitted as your final project. This is due on the final class date for CEP 601. Grades will be based on adherence to standardization procedures, use of test materials, attention to your verbal and nonverbal behaviors, and interaction with examinee. Recordings must be made on media easily accessible to the instructor (e.g., VHS or DVD).

Alignment of Course Requirements with...

Performance Assessment	Conceptual Framework	NASP Standard	Course Objectives
Attendance and Active Participation	Knowledge 4 Practice 4	2.10	1-13
Test Protocols and Self-critiques	Knowledge 1-2 Practice 1-2	2.1, 2.3, 2.4	7-9
Written Report	Knowledge 1-3 Practice 1-3	2.1, 2.3, 2.4, 2.8	10-11
Video-taped Assessment and Self-critique	Knowledge 1-4 Practice 1-4	2.1, 2.3, 2.4	9-11

Course Evaluation

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	Below 60

Schedule of Topics / Course Outline Fall 2010

<u>Date</u>	<u>Topic</u>	<u>Reading (Due this date)</u>	<u>Assignment Due</u>
TH 9/2	Introduction / Syllabus / Policies Assessment Process	Sattler CH 1	
TH 9/9	Measurement / Psychometrics Wechsler Tests / WISC-IV	Sattler CH 4 & 6	
TH 9/16	In-class practice: WISC-IV	Sattler CH 10 & 11 (WISC) WISC-IV Manual	
TH 9/23	History / Theories Ethical/Legal Issues	Sattler CH 2 & 3	
TH 9/30	WPPSI	Sattler CH 12 & 13 (WPPSI)	WISC #1
TH 10/7	WAIS		
TH 10/14**	Group Supervision / Video Observation / Practice		

TH 10/21	Woodcock-Johnson-III	WJ-III Manual	
TH 10/28	Report Writing Interpretations / Recommendations	Report Writing Chapters Sattler CH 19	
TH 11/4	Cross-Cultural Assessment Nonverbal Assessment UNIT TONI-3	Sattler CH 5 UNIT Manual TONI-3 Manual	WISC #2
WE 11/10	Stanford-Binet 5	Sattler CH 16	
TH 11/18	Beyond the Wechsler's and WJ Cross-Battery Assessment (XBA)	XBA Readings	WJIII
TH 11/25	ENJOY THANKSGIVING		
TH 12/2	Response to Intervention Early Intervention / Preschool Bayley / Battelle / Michigan	RTI Readings EI Readings	WPPSI / WAIS UNIT
TH 12/9	Effectively sharing results Gifted Assessment Video clips – group feedback	TBA	WISC #3 Report Due Video due
TH 12/16	Exam Week		