

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology_____

Course No. _PD652_____

Title of Course: __Cognitive Assessment_____

Date: _August 1, 2015

Please check: X New
 Revision

I. Catalog Description (Credit Hours of Course): The course examines intelligence, cognitive functioning, and academic achievement, and helps students develop skills in test administration (3).

II. Co- or Prerequisite(s):

III. Purposes or Objectives of the Course (optional):

- 1) Understand the process of cognitive assessment.
- 2) Understand the theoretical foundations of the intelligence construct and the psychometric properties of the instruments used to assess it.
- 3) Develop skills required to conduct cognitive evaluations.

Add additional Objectives as needed

IV. Student Learning Outcomes (Minimum of 3):

- 1) The student will describe the social-political and historical background of intelligence testing and the role of culture in testing.
- 2) The student will describe the psychometric properties of commonly-used intelligence tests.
- 3) The student will critically analyze classic and contemporary theories of intelligence.

Add additional SLOs as needed

V. Optional departmental/college requirements:

- A.
- B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. See syllabus attached.
- B.
- C.

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

**PONCE HEALTH SCIENCES UNIVERSITY
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

SYLLABUS

| | |
|---------------------------|----------------------|
| COURSE TITLE | Cognitive Assessment |
| CODING | PSY 652 |
| CREDIT HOURS | 3 credits |
| CONTACT HOURS | 45 |
| PREREQUISITE | PSY 625 |
| PROFESSOR | |
| TEACHING ASSISTANT | |
| OFFICE HOURS | |
| EMAIL ADDRESS | |
| SEMESTER | |

COURSE DESCRIPTION

After exploring some of the basic theoretical and psychometric issues surrounding the “intelligence” construct, the course will examine the evaluation of intelligence and other cognitive functions and academic achievement. The main instruments presented are: Wechsler scales (Pre-School, Child, Adult), Test of Non Verbal Intelligence II and K-ABC. Through this course and its concurrent Cognitive Assessment Practicum, the student will acquire the necessary skills to ethically and competently administer these tests and other psychometric instruments. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature.

GENERAL OBJECTIVE

The clinical psychology student will acquire knowledge about the process of cognitive assessment, considering the theoretical foundation of the intelligence construct and the psychometric properties of the instruments to be used for its measure and will also develop the necessary skills to conduct the evaluation.

SPECIFIC OBJECTIVES

By the end of the course the student will be able:

1. To analyze critically the classic and contemporary intelligence theories.
2. To understand the ethical and legal issues related to the process of assessment of cognitive abilities.
3. To gain an understanding of the socio-political historical background underlying intelligence testing and development of cognitive tests and the role of culture in testing.
4. To discuss the psychometric properties of some of the main instruments for the evaluation of intellectual functioning as: EIWN-R, PR, EIWA, WPPSI-R and WAIS III and also the Bender Gestalt and the Draw a Person Test as complementary tests in the cognitive assessment process.
5. To administer, correct and interpret cognitive assessment instruments.
6. To integrate findings of the evaluation into a comprehensive report.
7. To communicate test findings and academic recommendations accurately and clearly through oral and written presentations.
8. To gain knowledge of assessing culturally diverse children and adolescents through appropriate test selection, understanding cultural and linguistic demands of tests, and developing awareness of the influences of acculturation on test performance.

COURSE OUTLINE

Session I: Historical survey and theories of intelligence Part I

- A. Nineteen Century developments
- B. Early – Twentieth Century developments
- C. Twentieth Century developments
- D. Definitions of intelligence
- E. Introduction to factor Analytic Theories
 1. Spearman

2. Thorndike
3. Thurstone
4. Guilford
5. Vernon
6. Cattell and Horn

Assigned readings: Sattler (2008): Chap. 7; Moreno Torres, M. (2003)

Session II: Historical survey and theories of intelligence Part II

- A. Intelligence theories (Continuation)
 1. Carroll
 2. Campione, Brown and Borkowski
 3. Stenberg (2)
 4. Das, Naglieri and Kirby
 5. Gardner
 6. Ceci
 7. Piaget

Assigned readings: Sattler (2008): Chap. 7; Moreno Torres, M. (2003)

Suggested readings: Sternberg RJ, Grigorenko EL. (2004)

Session III: Issues related to the measurement and change of intelligence

- A. Human intelligence and the brain
- B. Genetic programming, Maturational status and Environmental influence
- C. Intellectual functioning: hereditary influences
- D. Intellectual functioning: environmental influences
- E. Intellectual functioning: personality and gender influences
- F. Stability and change of intelligence
- G. Relationship between intellectual development and assessment
- H. Mental Age

Assigned readings: Sattler (2008): Chap. 8

Suggested readings: Craik FI, Bialystok E. (2006); Sternberg, RJ. (2004)

Session IV: Challenges in the evaluation process: the context

- A. Classification and labeling
- B. Considering ethnic and cultural diversity
- C. Theoretical perspectives in the assessment process
- D. Factors that may influence the performance in tests

Assigned readings: Sattler (2008): Chap. 2

Session V: Ethical, legal and professional applications of assessment practices

- A. Ethical responsibilities of psychologists
- B. Four federal laws regarding children with disabilities:
 1. Individuals with Disabilities Act (IDEA)
 2. Section 504 of the Rehabilitation Act of 1973
 3. Americans with Disabilities Act (ACT)
 4. Family Educational Rights to Privacy (FERPA)
- C. Confidentiality of assessment findings and records
- D. Expert Witness
- E. Forensic Assessment

Assigned readings: Sattler (2008): Chap. 3

Session VI: Useful Statistical and Measurement Concepts

- A. Descriptive statistics
- B. Multiple correlation

- C. Norm-Referenced measurement
- D. Types of Derived Scores
- E. Factor Analysis

Assigned readings: Sattler (2008): Chap. 4

Session VII: Partial test. All the material presented in sessions I to VI will be tested.

Session VIII: The EIWN-R PR (Escala de Inteligencia Wechsler para Niños Revisada de Puerto Rico)

- A. Translation, adaptation and standardization process of the scale
- B. Psychometric properties of the scale
- C. Content of the EIWN-R, PR

Assigned readings: EIWN-R, PR Manual

Session IX: Demonstration of the administration of the EIWN-R, PR

- A. Demonstration
- B. What to observe in the examinee

Assigned readings: EIWN-R, PR Manual

Session X: The EIWN-R PR (Escala de Inteligencia Wechsler para Niños Revisada de Puerto Rico) (EIWN-R, PR Manual)

- A. Scoring the EIWN-R, PR
- B. Interpretation of the EIWN-R, PR

Assigned readings: EIWN-R, PR Manual

Session XI: Principles and guidelines for psychological report writing. TO BE DISCUSSED IN THE LAB.

- A. Purpose
- B. Sections
- C. Format

Assigned readings: Sattler (2008): Chap. 19

Session XII: The Bender Visual Motor Gestalt Test (Koppitz, 1964)

- A. Description of the test
- B. Administration
- C. Koppitz Developmental Scoring System

Assigned readings: Bender Visual Motor Gestalt Test's Manual

Session XIII: The Draw a Person Test (Harris, 1963)

- A. Administration
- B. Goodenough-Harris scoring system
- C. Koppitz scoring system

Assigned readings: The Draw a Person Test's Manuals

Session XIV: The Raven's Progressive Matrices

- A. Description of the test
- B. Administration
- C. Scoring System

Assigned readings: The Raven Test's Manual

Session XV: The Wechsler Adult Intelligence Test III (WAIS III)

- A. Psychometric properties of the scale
- B. Content of the WAIS III

Assigned readings: Sattler (2008): Chap. 14 & 15

Session XVI: The Wechsler Adult Intelligence Test III (WAIS III);

- A. Scoring the WAIS III
- B. Interpretation of the WAIS III
 - 1. Index Scores
 - 2. Traditional interpretation

Assigned readings: Sattler (2008): Chap. 14 & 15.

Session XVII: The EIWA (Escala de Inteligencia Wechsler para Adultos)

- A. Psychometric properties of the scale
- B. Content of the EIWA

Assigned readings: EIWA Manual

Session XVIII: Cognitive Assessment for Pre-school Children

- A. The Wechsler Pre-School and Primary Scale of Intelligence Revised
 - a. Psychometric properties of the scale
 - b. Content of the WPPSI

Assigned readings: Sattler (2001): Chap. 12 & 13.

Session XIX: The Cognitive Assessment System Test

- A. Psychometric properties of the test
- B. Content of the CAS

Assigned readings: Naglieri, J. A., & Das, J. P. (1997); CAS Manual.

Session XX: Other intelligence and cognitive measures

- A. Non Verbal Tests (WNV, TONI)
- B. Cognitive functions measures (WISC-IV, Woodcock-M, K-ABC)

Assigned readings: Tests' Manuals

Session XXI: Exceptional children: mental retardation, LD, gifted

- A. Definition
- B. Classification
- C. Assessment
- D. Communication of the findings of the evaluation and recommendations

Assigned readings: Sattler (2006): Chap. 16, 18, 19.

Session XXII: Comprehensive Test: Emphasis in material presented in sessions VIII-XX.

STUDENT'S EVALUATION CRITERIA AND GRADING SYSTEM:

- A. First partial test (40% of grade)
- B. Second partial test (50% of grade)
- C. Attendance and punctuality, assignments, class work, quizzes without previous announcement and class participation (10% of the grade)

TEACHING STRATEGIES AND ACTIVITIES

- A. Lectures
- B. Presentation and demonstration of assessment instruments by professor
- C. Class discussion of readings

D. Class exercises

RESOURCES

- A. Instruments to be taught in classes will be available to the students
- B. Audiovisual equipment

OTHER IMPORTANT INFORMATION

Diversity Statement

Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and “invisible” prejudice (e.g. homophobia) acquired during formative years.

Request for Reasonable Accommodations

Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

Attendance Policy

After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

Honor Code Reminder

Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of “0” on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

Note

This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

TEXTBOOK

Sattler J. (2008). *Assessment of Children: Cognitive Applications*. Fifth Edition, Jerome Sattler Publisher, Inc.: San Diego

Sattler J. (2006). *Assessment of Children: Behavioral and Clinical Applications*. Fifth Edition, Jerome Sattler Publisher, Inc.: San Diego

BIBLIOGRAPHY

Craik FI, Bialystok E. (2006). Cognition through the lifespan: mechanisms of change. *Trends Cognitive Science*. 2006 Mar;10(3):131-8.

- Das, J.P., Naglieri, J. & Kirby (1994). *Assessment of cognitive processes: The PASS theory of intelligence*. Boston, MA: Allyn & Bacon.
- Escala de Inteligencia Wechsler para Niños, Revisada: Sus Implicaciones Éticas, Legales y de Prestación de Servicios* (1993). Investigaciones Científicas y Proyectos Educativos de Puerto Rico, Inc.
- Harris, D.B. (1963). *Children's drawings as measures of the intellectual maturity: A revision and extension of the Goodenough Draw-a-Man Test*. New York: Hartcourt, Brace & World.
- Herrans, L. (2000). *Psicología y Medición: El Desarrollo de Pruebas Psicológicas en Puerto Rico*. McGraw Hill, Méjico.
- Individuals with Disabilities Education Improvement Act of 2004, Pub.L.No. 108-446, 20 U.S.C. § 1462 (h).
- Jenkins & Peterson (1961). *Studies in Individual Differences*. New York: Appleton Century-Crofts, Inc.
- Kaufman, A.S. & Kaufman, N.L. (2004). *Kaufman Assessment Battery for Children* (2nd ed., K-ABC-II). Circle Pines, MN: American Guidance Service.
- Koppitz, E. (1964). *The Bender Gestalt test for young children*. New York: Grune & Stratton.
- Matías Carrelo, L.E. (1996). “*La relación entre la capacidad intelectual, el desarrollo perceptual motor, la capacidad para la formación de conceptos abstractos y el aprovechamiento académico*”. Tesis doctoral inédita, Departamento de Psicología, Recinto de Río Piedras, Universidad de Puerto Rico, Río Piedras.
- Moreno Torres, M. (2003). “*Propiedades discriminantes de la escala de inteligencia Wechsler para niños-revisada para Puerto Rico y el Cognitive Assessment System en la evaluación del trastorno por Déficit de Atención e Hiperactividad*”. Tesis doctoral inédita, Departamento de Psicología, Recinto de Río Piedras, Universidad de Puerto Rico, Río Piedras.
- Naglieri, J. A. & Otero, T. (2011). Cognitive Assessment System: Redefining Intelligence from A Neuropsychological Perspective. In A. Davis (Ed.). *Handbook of Pediatric Neuropsychology* (320-333). New York: Springer Publishing.
- Naglieri, J. A., & Das, J. P. (1997). *Cognitive Assessment System Interpretative Handbook*. Itasca, Illinois: Riverside Publishing.
- Pons, J. I., Rodríguez-Rabassa, M., Rodríguez, J. M., Herrans, L. L., Matías-Carrelo, L., Medina, G., Jiménez, M. E., Negrón, A., Flores-Pabón, L., Mañón, S., Jiménez, K., Rosario, E., Ortiz, N. (2008). Estudios de Validez de la Escala de Inteligencia Wechsler para Adultos Versión III, Puerto Rico (EIWA-III). *Revista Puertorriqueña de Psicología*, 19, p. 75-111.
- Pons, J. I., Flores-Pabón, L., Matías-Carrelo, L., Rodríguez-Rabassa, M., Rosario-Hernández, E., Rodríguez, J. M., Herrans, L. L., Yang, J. (2008). Confiabilidad de la Escala de Inteligencia Wechsler para Adultos Versión III, Puerto Rico (EIWA-III). *Revista Puertorriqueña de Psicología*, 19, p. 112-132.
- Rodríguez-Rabassa, M. S. (2006). “Estudios de validez de criterio de la Escala de Inteligencia Wechsler para Adultos-Version III, Puerto Rico (EIWA III, PR) considerando las puntuaciones obtenidas en la Escala de Inteligencia Wechsler para Niños – Revisada de Puerto Rico”.

Rico, la Prueba de Evaluación de Admisión Universitaria “College Board” y el Índice Académico”.
Tesis doctoral inédita, Programa de Psicología Clínica, Escuela de Medicina de Ponce, Ponce.

Sternberg RJ. (2004) *Culture and intelligence*. Am Psychol. Jul-Aug;59(5):325-38.

Sternberg RJ, Grigorenko EL. (2004) Intelligence and culture: how culture shapes what intelligence means, and the implications for a science of well-being. Philos Trans R Soc Lond B Biol Sci. Sep 29;359(1449):1427-34.

Wechsler D. (1965) Manual EIWA
(1990) Manual WPPSI-R
(1992) Manual EIWN-R, PR

APPENDIX

INSTITUTIONAL ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster's college Dictionary plagiarism is: "the unauthorized use of the language and thoughts of another author and the representation of them as one's own. 2. something used and represented in this manner".

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. using words or thoughts of authors without giving due credit.
- b. presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. not using quotation marks to identify the exact words of an author.
- e. taking information from Internet without citing the source.
- f. buying papers from the Internet or from other sources.
- g. Using another student's paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.

CLINICAL PSYCHOLOGY PROGRAM

ACKNOWLEDGEMENT OF RECEIPT OF COURSE SYLLABUS
AND
PLAGIARISM POLICY

I hereby acknowledge receipt of the course syllabus and of the plagiarism policy of the course. I certify by signing this page that I will abide by such policy. I also state explicitly my understanding that no circumstance justifies my using of other people's ideas or writings without due recognition of their ownership.

Student's Signature

Date

All students must return this page with their signature to the professor.