

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

COURSE TITLE	Cognitive Assessment Practicum
CODING	PSY 681
CREDIT HOURS	0 credits
CONTACT HOURS	30
PREREQUISITE	To Be Taken with Psy 652
PROFESSOR	
TEACHING ASSISTANT	
OFFICE HOURS	
EMAIL ADDRESS	
SEMESTER	

COURSE DESCRIPTION

Supervised practice in the administration, correction and interpretation of cognitive assessment instruments. The student will acquire the necessary skills to ethically and competently administer these tests.

GENERAL OBJECTIVE

This course is oriented toward the development of administration, scoring and interpretative skills of different cognitive assessment instruments.

SPECIFIC OBJECTIVES

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

1. Develop a plan for the assessment according to the referral question.
2. Administer, score and interpret the Wechsler Intelligence Scales for children and adults.
3. Administer and interpret other instruments that complement the cognitive assessment process such as the Bender Gestalt, Raven and the Draw a Person Test.
4. Write a comprehensive evaluation report including specific recommendations according to the findings of the assessment process.
5. Understand the ethical principles that guide the evaluation process.
6. To communicate test findings and academic recommendations accurately and clearly through oral and written presentations.
7. 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 1: General considerations about the assessment process (Sattler, 2008: Chap. 6)

- A. Examiner characteristics
- B. Rapport: children, adolescents, adults
- C. Observing examinees
 1. Attitude
 2. Attention
 3. Affect
 4. Language
 5. Visual, Visual-Motor and Motor Skills
 6. Behavior
 7. Relationship with examiner
 8. Personal appearance
- D. Physical environment
- E. Test Materials
- F. Standard Procedures

Session 2: General principles and guidelines for psychological report writing.

Session 3: The EIWN-R, PR (EIWN-R, PR Manual; Sattler, 2008: Chapter 10)

- A. Administration process
- B. Subtests:
 - 1. Information
 - 2. Picture Completion
 - 3. Similarities
 - 4. Picture Arrangement
 - 5. Arithmetic
 - 6. Block Design

Session 4: The EIWN-R, PR (cont.) (EIWN-R, PR Manual; Sattler, 2008: Chapter 10)

- 7. Vocabulary
- 8. Object Assembly
- 9. Comprehension
- 10. Coding
- 11. Digit Span
- 12. Mazes

Session 5: Scoring the EIWN-R, PR (EIWN-R, PR Manual; Sattler, 2008: Chapter 10)

- A. Scoring criteria for each subtest
- B. Discontinuing criteria

Session 6: EIWN-R, PR Report Writing

- A. Report sections
 - 1. Identifying information
 - 2. Reason for referral
 - 3. Background information
 - 4. Assessment instruments
 - 5. Observation during the assessment
 - 6. Assessment results and clinical impressions
 - a. Quantitative results
 - b. Qualitative analysis

Sessions 7: Bender Gestalt I (Koppitz, 1964) and Bender Gestalt II (Brannigan & Decker, 2003)

- A. Administration
- B. Scoring Practice

Sessions 8: Draw a Person (Harris, 1963)

- A. Administration
- B. Scoring systems
 - a. Koppitz
 - b. Goodenough Harris

Session 9: Raven Progressive Matrix

- A. Administration
- B. Interpretation

Session 10: Integration of results and report writing (Sattler, 2006: Chapter 25)

- A. Report sections
 - 1. Identifying information
 - 2. Assessment instruments
 - 3. Reason for referral
 - 4. Background information
 - 5. Observation during the assessment
 - 6. Assessment results and clinical impressions
 - c. Quantitative results
 - d. Qualitative analysis
 - 7. Summary
 - 8. Recommendations

9. Confidentiality remarks

Session 11: The EIWA- III (WAIS III - Sattler, 2008: Chap. 14 &15)

- A. Administration process
- B. Subtests:
 - 1. Picture Completion
 - 2. Vocabulary
 - 3. Digit Symbol – Coding
 - 4. Similarities
 - 5. Block Design
 - 6. Arithmetic
 - 7. Matrix
 - 8. Digit Span

Session 12: The EIWA III (cont.) (WAIS III - Sattler, 2008: Chap. 14 & 15)

- 9. Information
- 10. Picture Arrangement
- 11. Comprehension
- 12. Symbol Search
- 13. Letter Number Sequence
- 14. Digit Symbol Copy

Session 13: Scoring and Integration of results of the EIWA III (WAIS-III - Sattler, 2008: Chap. 14 & 15)

- A. Scoring criteria for each subtest
- B. Integration of results

Session 14: Other intelligence and cognitive measures (e.g. CAS or WPPSI)

STUDENT'S EVALUATION CRITERIA AND GRADING SYSTEM:

- A. Two administrations and scoring of the EIWN-R, PR: one between the ages 8 and 11* and one between ages 12 and 16*.
- B. One administrations, scoring and interpretation of the Bender Gestalt
- C. One administration, scoring and interpretation of the Bender II
- D. Two administrations, scoring and interpretation of the Draw a Person
- E. Two administrations, scoring and interpretation of the Raven (Colored)
- F. Two administrations and scoring of the EIWA III (16-64 years)*
- G. Two administrations and scoring and interpretation of the Raven

Note: All the administrations should be recorded in videotape or DVD.

- H. Two personal demonstrations:
 - i. One from EIWN-R PR, Bender Gestalt, DAP and Raven
 - ii. One from the EIWA III
- I. Written reports*:
 - i. Two from the EIWN-R PR, Bender Gestalt, DAP and Raven
 - ii. One from the EIWA III

Note: Evaluation criteria will be distributed by the professor. Although reports will be graded as the student submits it the first time, re-writing of the reports will be required.

- J. One video demonstration (EIWN-R, PR, Bender and EIWA III) to be evaluated according to Sattler Administrative Checklist*
- K. Portfolio containing
 - i. Materials from classes
 - ii. Protocols from all the given tests
 - iii. Assessment Reports

* These are minimum requirements and in some instances additional tests, written reports or videos could be required according to the student's needs and demonstration of the level of mastery of the skills.

TEACHING STRATEGIES AND ACTIVITIES

- A. Demonstration of administration, and practice in correction and interpretation of the different tests and scales presented in class
- B. Lectures
- C. Class discussion
- D. Presentation of cases by Professor

RESOURCES

- A. Cognitive assessment tests materials
- B. Library resources
- C. Testing protocols available to the students
- D. Tests to be purchased by students
- E. Demonstration of basic assessment processes pertaining to the tests covered through the course

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 Foundations*. Fifth Edition, Jerome Sattler Publisher, Inc.: San Diego.

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

BIBLIOGRAPHY

Branningan, G. G. & Decker, S. L. (2003). *Bender-Gestalt II Examiner's Manual*. Itasca, IL: Riverside Publishing.

Cruz-Otero, D. (2007). "Desarrollo de Normas para la Prueba de Desarrollo Visomotor Bender II en Estudiantes Puertorriqueños de 12, 13 y 14 años. Tesis doctoral inédita, Programa de Psicología Clínica, Escuela de Medicina de Ponce, Ponce.

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*. Mc Graw Hill, México.

Jenkins & Peterson (1961). *Studies in Individual Differences*. Appleton Century-Crofts, Inc.: New York.

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.

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, 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.

Wechsler, D. (1992) Manual EIWN-R, PR
(2008) Manual EIWA - III

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.