WAYNE STATE UNIVERSITY
EDP 7561 - COURSE SYLLABUS

DIVISION: Theoretical & Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7561 – Assessment of Cognitive Functioning
         School & Community Psychology Program
COURSE CREDIT: 4 Semester Hours
COURSE LOCATION: Oakland Center Room 323
TIME: 4:30 - 8:10 P.M. Tuesday
INSTRUCTOR: Nicole M. Weber, MA
TEACHER ASSISTANT: Dr. Lauren Mangus, PhD
OFFICE HOURS: Before and after class at WSU or by appointment
CONTACT INFO: nicole.weber@wayne.edu; 715-699-9073
                  lauren.mangus@wayne.edu

COURSE DESCRIPTION
The purpose of this course is to introduce students to the administration, scoring, use and interpretation of intelligence, memory, visual-motor and adaptive behavior assessments. In this course, students will learn the theoretical models of cognitive assessment, and interpretation of assessment results. Students will be expected to conduct full administration of the following assessments, and write comprehensive interpretive reports on each:

• Wechsler Intelligence Scale for Children – 5th Edition (WISC-V)
• Wechsler Preschool and Primary Scale of Intelligence – 4th Edition (WPPSI-IV)
• Woodcock Johnson Cognitive – 4th Edition (WJ-IV)
• Universal Nonverbal Intelligence Test – 2nd Edition (UNIT-2)
• Wide Range Assessment of Memory and Learning – 2nd Edition (WRAML2)
• Bender Gestalt – 2nd Edition
• Beery-Buktenica Developmental Test of Visual-Motor Integration (Beery VMI)
• Vineland-II

In addition to these assessments, students will be introduced to the cross-battery assessment system, the Kaufman Assessment Battery for Children – 2nd Edition (KABC-II), Stanford Binet – 5th edition (SB-V), Adaptive Behavior Assessment System-2nd Edition (ABAS-II).

COURSE OUTCOMES
• Students will develop an understanding of the rationale of testing, measurement and skills in the administration of psychological tests, including those which measure intelligence, memory, adaptive behavior and perceptual motor skills.
• Students will review the theory and rationale applied to psychological assessments. Students will receive an introduction to and descriptions of the application of psychological instruments commonly used in current professional practice and schools and develop skills in basic test selection, administration, and report writing.
• Students will learn to administer, score and interpret intelligence tests, using the WISC-V, WPPSI-IV, WJ-IVCOG, and the UNIT-2.
• Students will learn to administer, score and interpret memory tests using the WRAML2.
• Students will learn to administer, score and interpret tests of perceptual and visual-motor integration using the Bender Gestalt – 2nd Edition and the Beery VMI.
• Students will learn to administer, score and interpret tests of adaptive behavior using the Vineland-II.
Students will gain an understanding of the basic principles of cross battery assessment. Students will develop skills in integrating data obtained from different types of tests and from other sources of information and in communicating assessment results to other professionals, parents and pupils in a meaningful way. Students will gain skills in psychological report writing and other written communication. Students will develop a comprehensive understanding of cognitive development and the assessment of human behavior. Students will gain a knowledge of how cultural and ethnic differences influence behavior and affect evaluation.

REQUIRED TEXTS
- Packet of test protocols from the assessment center

SUPPLEMENTAL TEXTS

ASSIGNMENTS AND PRACTICE EXPERIENCES
The objective of practice experiences is for students to become knowledgeable about different cognitive assessments, their administration, scoring and interpretation. Students will be expected to complete reading assignments that will be given throughout the semester to accompany the test administration that will be discussed each week. Additionally, students will be expected to interpret test results and develop appropriate cognitive recommendations based on assessment results. Each student is expected to administer, score and interpret the following:

- 4 of the WISC-V
- 4 of the WJ-IV COG
- 3 of the WPPSI-IV
- 3 of the WRAML2
- 3 of the UNIT 2
- 2 of the Bender-Gestalt II
- 2 of the Beery VMI
- 2 of the Vineland-II

EVALUATION AND GRADING
Grading will be based on the timely completion of course requirements including assessment reports, a final written case study, class attendance, and participation. The specific distribution of credit toward grading is as follows:

- Thorough and timely completion of test administration and reports – 50% of grade
- Weekly reading assignments and quizzes – 15% of grade
- Final written case study – 25% of grade
- Class participation – 10% of grade
CLASS POLICIES

- All test administrations and written reports are due the day that they are listed in the syllabus. In extenuating circumstances (i.e. volunteer is sick and cannot participate), you must contact your professor. It is very important to stay on top of the assignments due, as falling behind will result in an overwhelming amount of work to be completed in the last few weeks of class. Failure to complete all assessments required in the syllabus will result in an incomplete for the course.

- All reports should be completed as discussed in class, and with the following formatting:
  - Times New Roman, 11 point font
  - Single space
  - 1 inch margins

- Reports should be emailed to the professor by 4:00pm on the day that they are due. Feedback will be provided on an electronic copy and returned to the student. An original protocol (no copies!) should be submitted in class to accompany each report. Each protocol should be completed in its entirety.

- Students are expected to video tape all assessment sessions completed. Students will then select their best administration to share with their instructor, which will be reviewed and feedback will be provided. This can be done with a traditional video recorder, your computer, iPad, etc. You will need to have a flash drive, or be able to share the videos via Google or another video uploading website. These videos, if put online, should be private and only viewable to yourself and whoever receives the link (which would be your professor and/or TA).

- If possible, please refrain from using friends or relatives for testing. Children or adolescents used should not be currently receiving special education services, as current testing may interfere with future testing that will be needed for educational purposes. All volunteers must not be promised nor provided specific feedback regarding their assessment results. It is kinder and safer to present yourself as a trainee who appreciates the opportunity to learn from the subject, yet is not yet qualified to provide feedback on results.

- Students should maintain a log of what assignments have been completed and turned in. It is expected that students will stay on track with the schedule outlined in this syllabus.

- All students should acquire and keep safe all testing materials that are rented from the assessment center (Room 306, College of Education). At times, there may not be enough of each test for every student, so please work together to share materials. Always bring the test materials to class on the week that we will be learning each assessment.

ACADEMIC DISHONESTY

No form of academic dishonesty will be tolerated. The skills that are taught in this course are directly used in your future profession as a school psychologist, and thus, the material and assignments should be taken seriously. You must commit the effort to obtaining your own knowledge and skills.

For specific examples of academic dishonesty, including what constitutes plagiarism, it is solely your responsibility to read the Undergraduate Bulletin, the Undergraduate Student Handbook, the Student Due Process Policy and any other formal documents that are created for students at WSU. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion from the program for academic dishonesty is not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.
PROFESSIONAL BEHAVIOR AND NASP STANDARDS
Consistent with NASP's goals, and as outlined in the SCP program's portfolio requirements document, you are expected to maintain good conduct in the six areas of professional work behavior:

- Respect for human diversity
- Communication skills
- Effective interpersonal relations
- Ethical responsibility
- Adaptability
- Initiative and dependability

Your in-class performance and practice experiences will be evaluated on these characteristics and the 11 NASP domains applicable to this course. (See the detailed description of the NASP domains in the Student Handbook for more information). Because these work characteristics are critical to the development of successful psychology practitioners, problems in these areas will require intervention by the department faculty as a whole.

ATTENTION STUDENTS WITH DISABILITIES
Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of the course. If the limitations imposed by your disability interfere with your ability to fulfill the requirements for the successful completion of this course, you are strongly encouraged to contact Educational Accessibility Services (EAS) in room 1600 Undergraduate Library to request accommodations. EAS Telephone Numbers: VOICE (313) 577-1851 or TDD (313) 577-3365

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please refer to the SDS website for further information about students with disabilities and the services we provide for faculty and students:
http://studentdisability.wayne.edu/
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Activities and Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/12</td>
<td>1. Course Syllabus</td>
<td>Sattler Ch. 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Development and measurement of intelligence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>01/19</td>
<td>1. Theories of intelligence</td>
<td>Sattler Ch. 7</td>
<td>Grid of volunteers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Essential elements of psychoeducational reports</td>
<td>Sattler Ch. 19</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>01/26</td>
<td>1. Challenges in the assessment of children and adolescents</td>
<td>Sattler Ch. 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Ethical and legal issues in cognitive assessment</td>
<td>Sattler Ch. 3 &amp; 5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>02/02</td>
<td>1. Intro to the WISC-V <strong>Quiz #1</strong></td>
<td>Sattler Ch. 6, 9, 10, &amp; 11</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>02/09</td>
<td>1. Intro to the WPPSI-IV 2. Early childhood assessment</td>
<td>Essentials of WPPSI-IV Ch. 1, 2, 3 &amp; 4</td>
<td>1. Admin WISC-V #1</td>
</tr>
<tr>
<td>6</td>
<td>02/16</td>
<td>1. Intro to the WJ-IV</td>
<td>Article on Blackboard</td>
<td>1. Admin WPPSI-IV #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Admin &amp; report WISC-V #2</td>
<td></td>
<td>2. Admin &amp; report WISC-V #2</td>
</tr>
<tr>
<td>7</td>
<td>02/23</td>
<td>1. Intro to visual-motor assessment</td>
<td>Article on Blackboard</td>
<td>1. Admin WISC-V #3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Intro to adaptive behavior assessment</td>
<td></td>
<td>2. Admin WJ-IV #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Admin WPPSI #2</td>
</tr>
<tr>
<td>8</td>
<td>03/01</td>
<td>1. Assessment of intellectual disabilities</td>
<td>Article on Blackboard</td>
<td>1. Admin WJ-IV #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Admin &amp; report WISC-V #4, VMI, Vineland</td>
</tr>
<tr>
<td>9</td>
<td>03/08</td>
<td>1. Intro to memory assessment <strong>Quiz #2</strong></td>
<td>Essentials of WRAML2 Ch. 1, 2, 3, &amp; 4</td>
<td>1. Admin WJ-IV #3</td>
</tr>
<tr>
<td></td>
<td>03/15</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>03/22</td>
<td>1. Intro to nonverbal assessment</td>
<td>Essentials of Nonverbal Assessment Ch. 1, 3, &amp; 4</td>
<td>1. Admin WRAML2 #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Admin &amp; report WPPSI-IV #3, VMI, Vineland</td>
</tr>
<tr>
<td>11</td>
<td>03/29</td>
<td>1. Intro to KABC-II, ABAS-II, and SB-5</td>
<td>1. Admin UNIT2 #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Admin &amp; report WJ-IV #4, WRAML2 #2, BG #1</td>
</tr>
<tr>
<td>12</td>
<td>04/05</td>
<td>1. Intro to cross battery assessment</td>
<td>Article on Blackboard</td>
<td>1. Admin UNIT2 #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Current issues in psychoeducational assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>04/12</td>
<td>Discussion of Final Case Studies <strong>Quiz #3</strong></td>
<td></td>
<td>1. Admin &amp; report UNIT2 #3, WRAML2 #3, BG #2</td>
</tr>
<tr>
<td>14</td>
<td>04/19</td>
<td></td>
<td></td>
<td>Final Case Studies Due</td>
</tr>
</tbody>
</table>