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

TIME: Wednesdays 5:00 – 8:20 P.M

INSTRUCTOR: Dante Dixson, Ph.D.

TEACHER ASSISTANT: Kailee Hobbins

OFFICE HOURS: Wednesdays 10am-3pm at WSU or by appointment

CONTACT INFO: dante.dixson@wayne.edu; (415) 336-7707  
kaileeahobbins@gmail.com

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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 administrations 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)
- Universal Nonverbal Intelligence Test – 2nd Edition (UNIT-2)
- Wide Range Assessment of Memory and Learning Edition – 2nd (WRAML-2)
- Bender Gestalt – 2nd Edition
- Beery-Buktenica Developmental Test of Visual-Motor Integration—6th Edition (Beery VMI)
- Vineland Adaptive Behavior Scales – 3rd Edition (Vineland-3)
- Adaptive Behavior Assessment System – 3rd Edition (ABAS-3)

In addition to these assessments, students will be introduced to the Kaufman Assessment Battery for Children – 2nd Edition (KABC-II) and Stanford Binet – 5th edition (SB-V), and the A Developmental NEuroPSYchological Assessment (NEPSY-II) through demonstration.

COURSE OUTCOMES

- Students will develop an understanding of the history of, rationale for, and applications of testing, including measurement concepts, theoretical foundations, and intended uses of psychological instruments commonly used in current professional practice.
- Students will learn explicit skills in the selection of and accurate standardized administration of psychological tests, including those that measure cognitive processing/intelligence, memory, visual-motor-perceptual skills, and adaptive behavior. Specifically, students will learn to administer, score, and interpret the following assessment tools:
  - Cognitive processing/intelligence tests -- WISC-V, WPPSI-IV, WJ-IVCOG, and UNIT-2.
  - Memory tests – WRAML-2.
• Perceptual and visual-motor integration -- Bender Gestalt – 2nd Edition and Beery VMI.
• Adaptive behavior -- Vineland-3 and ABAS-3.
• Students will develop 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 to maximally enhance effective case conceptualization.
• Students will develop skills in psychological report writing and other written and oral communication of assessment results to others in a meaningful way.
• Students will develop knowledge of how cultural and ethnic differences influence behavior, affect evaluation, and should be considered at all steps of the assessment process.

REQUIRED TEXTS

• Packet of test protocols from the assessment center (purchase with check or money order—no cash can be accepted).
• Test kits and manuals from the assessment center (borrow/check out with your class partner—most test kits are available to be shared by two students).

SUPPLEMENTAL TEXTS


ATTENDANCE AND PARTICIPATION

The class meetings will be both lecture-based and interactive. Attendance at each class meeting, in-depth knowledge of assigned readings, and participation in class discussions are expected. Consistent with this expectation, students are required to come to class with a list of questions from and/or comments about the readings that they would like to clarify and/or discuss further. We will be discussing all readings each week and it will be apparent if students are not doing the readings and this will be addressed directly. Each student should have something to contribute to every class discussion. If you have typically been apprehensive to participate in past learning environments, this is an intimate setting in which to surpass those tendencies and prepare yourself for a profession that requires well-developed verbal communication abilities. The professional behaviors listed above will be observed in this class as well as factored into each student’s assessment by faculty when portfolios are reviewed at the end of this semester. (10% of grade; 50 points)
PRACTICE ADMINISTRATIONS AND REPORT WRITING

Students MUST come to class having fully read the material assigned for that week, as it accompanies the respective test administrations that will be discussed each week. Each student will be administering and scoring the following number of each assessment tool. Accuracy and thoroughness of protocols are worth a total of 100 points (20% of total grade). Accuracy and thoroughness of test administrations (graded via videotaped 2 feedback sessions with the professor) are worth a total of 25 points (5% of total grade).

<table>
<thead>
<tr>
<th>ASSESSMENT NAME</th>
<th>NUMBER OF ADMINISTRATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WISC-V</td>
<td>4</td>
</tr>
<tr>
<td>WJ-IV COG</td>
<td>4</td>
</tr>
<tr>
<td>WPPSI-IV</td>
<td>3</td>
</tr>
<tr>
<td>WRAML-2</td>
<td>3</td>
</tr>
<tr>
<td>UNIT-2</td>
<td>3</td>
</tr>
<tr>
<td>Bender-Gestalt-II</td>
<td>2</td>
</tr>
<tr>
<td>Beery VMI-6</td>
<td>2</td>
</tr>
<tr>
<td>Vineland-3</td>
<td>2</td>
</tr>
<tr>
<td>ABAS-3</td>
<td>2</td>
</tr>
</tbody>
</table>

Of the above assessments, students are required to write reports on some of them, as detailed in the following table. See due dates on course schedule at end of this syllabus. These are worth a total of 125 points (25% of total grade).

<table>
<thead>
<tr>
<th>REPORT #</th>
<th>REPORT CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>WISC-V</td>
</tr>
<tr>
<td>2</td>
<td>WISC-V, VMI, Vineland-3</td>
</tr>
<tr>
<td>3</td>
<td>WPPSI-IV, VMI, Vineland-3</td>
</tr>
<tr>
<td>4</td>
<td>WJ-IV, WRAML-2, Bender-Gestalt-II, ABAS-3</td>
</tr>
<tr>
<td>5</td>
<td>UNIT-2, WRAML-2, Bender-Gestalt-II, ABAS-3</td>
</tr>
</tbody>
</table>

- 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, 12 point font
  - Single space
  - 1 inch margins

- A HARD COPY of reports should be handed into the professor at the start of class on the day that they are due. Feedback will be provided on the hard 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**. 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 testing session, but is not yet qualified to provide feedback on results. Explain that the results may not be reliable or valid because you are just learning how to administer these tests.

- All students should acquire and keep safe all testing materials that are borrowed from the Educational Psychology Assessment Center. For most tests, there are enough for two students to share one kit. Students are expected to work together to arrange your schedules appropriately so that you can efficiently share materials. Always bring the test materials to class on the week that we will be learning each assessment.

- Students should maintain a log of what assignments have been completed and turned in. You are required to bring these logs to class each week, as we will be going over them periodically. It is expected that students will stay on track with the schedule outlined in this syllabus. This is included in your participation grade.

**EXAMINATIONS**

Multiple methods of assessment of student performance will be used. There will be two exams in this course, one covering psychometrics and the other covering test administration. The exams will be multiple choice with questions drawn from both of the texts and lecture. My outlines during lecture and any other topics that I direct you to read on your own are indication of what will be covered on exams. The exams require a thorough understanding and application of material rather than out-of-context memorization of “facts.” Be sure to learn the concepts accordingly. Each test is worth 37.5 points; 75 points total (15% of total grade). Scantron forms will be provided to you. You need to bring a pencil.

Only under extraordinary circumstances will a make-up exam be administered. It is the student’s responsibility to make arrangements for a make-up exam before the start of the exam. If you know ahead of time that you will miss an exam, you must arrange to take the exam BEFORE the scheduled date. If you will miss the exam because of a serious illness (headaches, mild colds, etc., do not count), have a car accident, or have some other legitimate reason (too busy to study is not a good reason—we all have busy, over-committed lives), then I must receive a phone call prior to class explaining why you will miss the exam and proof must be provided. Again, rarely is someone too ill to take an exam, and your preparation for the exam should be ongoing and not left to the last minute.
SUMMARY OF REQUIRED PRODUCTS:

100 points  Protocols
25 points  Test Administrations (WISC-V & WRAML-2)
125 points  Written Reports
100 points  Class preparation and participation
75 points  Examinations
75 points  Mock presentation of results
500 points total

Notes: 1) All assignments must be clearly labeled (i.e., Case Study, xxx date);
2) All assignments must be completed in order for a passing grade to be earned for the course. No
assignments can be skipped;
3) All assignments and tests must be completed or turned in by the due dates as set, or
penalties of 10% grade reduction per each partial or full day will be implemented.

FINAL GRADES:

The following grading scale will be applied based on the total number of points accumulated by the semester
end (500 points possible):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% +</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-76%</td>
</tr>
<tr>
<td>Fail</td>
<td>69% -</td>
</tr>
</tbody>
</table>

PROFESSIONAL BEHAVIOR:

Consistent with NASP's goals, and as outlined in the SCP program's portfolio requirements document,
you are expected to maintain good conduct in six areas of professional work behavior. You will be
evaluated on these in this course, as well as throughout the program by department faculty. Because these
skills (listed below) are critical to the development of successful psychology practitioners, problems in
these areas will be noted in your portfolio reviews and typically require intervention by the department
faculty as a whole.

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

COMMUNICATION WITH INSTRUCTOR:

I use email regularly. It is your responsibility to make sure that I have your most current email address and
that you are receiving the messages. If you are struggling with your course performance, it is your
responsibility to solicit ideas for how you can help yourself to improve. I can facilitate study groups or suggest
other options. I also use blackboard to post information and materials.

STUDENT USE OF LAPTOP COMPUTERS IN CLASS

Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on
them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is
generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop
in class.
STUDENT USE OF PHONES IN CLASS
Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it.

ACADEMIC DISHONESTY, INCLUDING PLAGIARISM:
No form of academic dishonesty will be tolerated. It is completely assumed that not only do you already know to avoid plagiarism, cheating, etc., but also that you have read your Graduate Handbook and other formal WSU documents describing your responsibility as a student. Particularly on assignments such as those in this course, you must also paraphrase others’ writing and never use verbatim statements without direct quotes and page numbers.

Plagiarism
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

It is the policy of this course that in cases of academic dishonesty, a grade of F is assigned for the course and charges may be filed with the WSU Judicial Officer. WSU also has policies about this. The following is taken directly from the WSU Graduate Bulletin:

Deception, Fraud and Misuse of Documents
Intentionally furnishing false information to the University is explicitly prohibited, as is forgery, alteration, unauthorized possession, or misuse of University documents, records and identification cards. The University reserves the right to rescind degrees if the award of the degree was based in whole or in part on deception, fraud, other unacceptable academic conduct, or misuse of University documents.

Next is the college and university official policy on academic dishonesty:

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf]). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html]) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html]) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

REFERENCING:
When referencing others’ work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. Cite authors in the order
in which their names were published. You must never reorganize the authorship order. That order is determined by level of contribution to the article. See additional handout posted on Blackboard on how to create references using APA style.

**WRITING SKILLS**

Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, I strongly recommend the following:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/). To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).

**ENROLLMENT/withdrawal POLICY**

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See the university webpage for full details: [http://reg.wayne.edu/students/information.php](http://reg.wayne.edu/students/information.php)

**STUDENTS WITH DISABILITIES**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) 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 313-202-4216 (video phone). 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 be aware that a delay in
getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**RELIGIOUS OBSERVANCE POLICY**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Activities and Topic</th>
<th>Readings Due</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/11</td>
<td>Course Syllabus&lt;br&gt;Thoughts on intelligence&lt;br&gt;Theories of intelligence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>01/18</td>
<td>Psychometrics, bias, and reliability.</td>
<td>Furr Ch. 5 and 7&lt;br&gt;Warne, Yoon, &amp; Price (2014)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>02/01</td>
<td>Intro to the WISC-V Test 1</td>
<td>Flanagan Ch. 9</td>
<td>Grid of volunteers</td>
</tr>
<tr>
<td>5</td>
<td>02/08</td>
<td>Intro to the WPPSI-IV Early childhood assessment</td>
<td>Essentials of WPPSI-IV Ch. 1, 2, 3 &amp; 4&lt;br&gt;Shepard (1994)&lt;br&gt;Mash &amp; Hunsley (2005)</td>
<td>1. Admin WISC-V #1</td>
</tr>
<tr>
<td>6</td>
<td>02/15</td>
<td>Intro to the WJ-IV</td>
<td>Essentials of WJ-IV Ch. 1 pp. 14-18, Ch. 2, Ch. 3, and Ch. 4.</td>
<td>1. Admin WPPSI-IV #1&lt;br&gt;2. Admin &amp; report WISC-V #2</td>
</tr>
<tr>
<td>8</td>
<td>03/01</td>
<td>Assessment of intellectual disabilities Test 2</td>
<td>Flanagan Ch. 23, Ch. 24, Ch. 26, Ch. 30</td>
<td>1. Admin WJ-IV #2&lt;br&gt;2. Admin &amp; report WISC-V #4, VMI, Vineland</td>
</tr>
<tr>
<td>9</td>
<td>03/08</td>
<td>Intro to memory assessment</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>Intro to nonverbal assessment</td>
<td>Essentials of Nonverbal Assessment Ch. 1, 3, &amp; 4</td>
<td>1. Admin WRAML2 #1&lt;br&gt;2. Admin &amp; report WPPSI-IV #3, VMI, Vineland</td>
</tr>
<tr>
<td>11</td>
<td>03/29</td>
<td>Intro to KABC-II, ABAS-II, and SB-5</td>
<td></td>
<td>1. Admin UNIT2 #1&lt;br&gt;2. Admin &amp; report WJ-IV #4, WRAML2 #2, BG #1</td>
</tr>
<tr>
<td>12</td>
<td>04/05</td>
<td>Intro to cross battery assessment&lt;br&gt;Current issues in psychoeducational assessment</td>
<td>Flanagan Ch. 19&lt;br&gt;Approaches to SLD (RTI vs PSW vs discrepancy models)&lt;br&gt;PSW Manual&lt;br&gt;Oakland Schools SLD document</td>
<td>1. Admin UNIT2 #2</td>
</tr>
<tr>
<td>13</td>
<td>04/12</td>
<td>Discussion of Final Case Studies</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>Mock presentation of results</td>
<td>Mock presentation report due</td>
<td></td>
</tr>
</tbody>
</table>