PSY/SPED 573 INTELLECTUAL ASSESSMENT I/PRINCIPLES OF COGNITIVE ASSESSMENT
Monday 7:20pm – 10:00pm

COURSE SYLLABUS: SPRNG 2020

Instructor: Dr. Kayla Nichols, LP, LSSP
Office: Henderson 234
Class: Mesquite Metroplex Rm TBA
Email: Kayla.nichols@tamuc.edu

Office Hours:
Monday in Mesquite: 1:00 pm until 5:00 pm and by appointment

Also available by email Monday-Friday. Please allow a 24-hour response time. Emails sent during the weekend will receive a response by Tuesday.

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for individuals with disabilities. In addition, this legislation requires that all students with disabilities are guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact Ms. Rebecca Tuerk, Director-Office of Student Disability Resources and Services-Gee Library, Room 132. Telephone Number: 903.886.5150 or 903.886.5835 Fax Number: 903.468.8148. Email Address: StudentDisabilityServices@tamuc.edu

Course Description
PSY 573. *Intellectual Assessment I.* Three semester hours. (Same as SPED 573). The purpose of this course is to attain knowledge of cognitive functioning and develop skills in the cognitive assessment of children and adolescents. This course integrates the skills of administration, scoring, and interpretation of major cognitive assessment instruments (e.g., KABC-II, WISC-V, & WJ-IV COG) in the context of recent cognitive theories and research. The Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities will be the primary underlying framework for interpreting test data. Also, an emphasis will be placed on utilizing the Cross-Battery Assessment approach when utilizing the CHC theory of cognitive abilities. Issues of assessing culturally and linguistically diverse children and adolescents are integrated throughout the course in addition to specified lectures. Prerequisites: Graduate enrollment.

COURSE INFORMATION

<u>Materials Required:</u>
Clip board
Pencils with and without an eraser
Black or Blue pen
Stopwatch that does not beep (can use your phone)

<u>Textbook(s) Required:</u>
Flanagan, D. P., & Alfonso, V. C. (2017). Essentials of WISC-V Assessment. Hoboken, NJ: Wiley & Sons, Inc. (SCHOOL PSYCH & DIAG STUDENTS)

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C (2013). *Essentials of cross-battery assessment with CD Rom, 3rd Ed*. Hoboken, NJ: Wiley & Sons, Inc. ***This can be a used edition and you do not need a copy with the disc.*** **(AVAILABLE ONLINE)**

Kaufman, A. S., Lichtenberger, E. O., Fletcher-Janzen, E. & Kaufman, N. L. (2005). *Essentials of KABC-II Assessmen*t. Hoboken, NJ: Wiley & Sons, Inc.

Litchenburger, E., Mather, N., Kaufman, N., & Kaufman, A. (2012). Essentials of Assessment Report Writing, 2nd Ed. Hoboken, NJ: Wiley & Sons, Inc. **(AVAILABLE ONLINE)**

Schrank, F. A., Decker, S. L., & Garruto, J. M. (2016). *Essentials of WJ -IV Cognitive Abilities Assessment*. Hoboken, NJ: Wiley & Sons, Inc. ISBN-13: 9781119163367 **(AVAILABLE ONLINE)**

Zuckerman, E. (2010). Clinician's Thesaurus: The Guide to Conducting Interviews and Writing Psychological Reports, 7th Edition. London, New York: Guilford Press. **(AVAILABLE ON D2L OR FREE DOWNLOAD)**

<u>Other Required Article Readings:</u>
Barber, N. (2004). Educational and ecological correlates of IQ: A cross national investigation. *Intelligence, 33,* 273-284.

Cormier, D. C., Wang, K., & Kennedy, K. (2016). The linguistic demands of the oral directions for administering the WISC-IV and WISC-V. Candadian Journal of School Psychology, 31, 290-304. doi: 10.1177/0829573516643314

Dickens, W., & Flynn, J. (2006). Black Americans reduce the racial IQ gap: Evidence from standardization samples. *Psychological Science, 17,* 913-920.

Dickens, W., & Flynn, J. (2006). Common Ground and Differences. *Psychological Science, 17,923-924.*

Edwards, O. (2006). Special education disproportionality and the influence of intelligence test selection. *Journal of Intellectual & Developmental Disability, 31,* 246–248

Edwards, O., & Paulin, R. (2007). Referred Students' Performance on the Reynolds Intellectual

Assessment Scales and the Wechsler Intelligence Scale for Children-Fourth Edition. *Journal of Psychoeducational Assessment, 25,* 334-340.

Fagan, J., & Holland, C. (2002). Equal opportunity and racial differences in IQ. *Intelligence, 30,* 361-387.

Farrell, M., & Phelps, L. (2000). A comparison of the Leiter-R and the Universal Nonverbal Intelligence Test (UNIT) with children classified as language impaired. *Journal of Psychoeducational Assessment, 18,* 268–274.

Floyd, R., Clark, M., & Shadish, W. (2009). The Exchangeability of IQs: Implications for Professional Psychology. *Professional Psychology Research and Practice, 39,* 414-423.

Hale, J., & Fiorello, C. (November 2002). Beyond the Academic Rhetoric of g: Intelligence Testing Guidelines for Practitioners. Communiqué, 30, Issues 2&3.

Luria, S. (2016). Creativity in gifted identification: increasing accuracy and diversity. Annals of the New York Academy of Sciences, 1, 44-52. doi: 10.1111/nyas.13136

Mastoras, S. M., Climie, E. A., McCrimmon, A. W., & Schwean, V. L. (2011). A C.L.E.A.R. approach to report writing: A framework for improving the efficacy of psychoeducational reports. *Canadian Journal of School Psychology, 26*, 127-147. doi: 10.1177/0829573511409722

McGill, R. J., Styck, K. M., Palomares, R. S., & Hass, M. R. (2016). Critical issues in specific learning disability identification: What we need to know about the PSW. *Learning Disability Quarterly, 39*(3), 159-170. doi: 10.1177/0731948715618504

Michaels, M. H. (2006). Ethical considerations in writing psychological assessment reports. *Journal of Clinical Psychology, 62*, 47-58. doi: 10.1002/jclp.20199

Pelco, L., Ward, S., Coleman, L., Young, J. (2009). Teacher ratings of three psychological report styles. *Training and Education in Professional Psychology, 3,* 19-27.

Proctor, S., Graves, Jr., S., & Esch, R. (2012). Assessing African American students for specific learning disabilities: The promises and perils of response to intervention. *Journal of Negro Education, 81,* 268-282. doi:10.7709/jnegroeducation.81.3.0268

Reed, M., & McCallum, R.S. (1995). Construct validity of the Universal Nonverbal Intelligence Test (UNIT). *Psychology in the Schools, 32,* 277–290.

Rushton, J.P., & Jensen, A.R. (2006). The totality of available evidence shows the race IQ gap still remains. *Psychological Science, 17,* 921–922.

Scanlon, D. (2013). Specific learning disability and its newest definition: Which is comprehensive? And which is insufficient? *Journal of Learning Disabilities, 46*, 26-33. doi: 10.1177/0022219412464342

Scheiber, C. (2016). Does the KABC-II display ethnic bias in the prediction of reading, math, and

writing in elementary through high school? *Assessment, 6,* 729-745. doi: 10.1177/1073191115624545

Silverman, W., Miezejeski, C., Ryan, R., Zigman, W., Krinsky-McHale, S., & Urv, T. (2010). Stanford-Binet and WAIS IQ differences and their implications for adults with intellectual disability (aka mental retardation*), Intelligence, 38,* 242-248.

Wiener, J. & Costaris, L. (2012). Teaching psychological report writing: Content and process. Canadian Journal of School Psychology, 27, 119-135. doi: 10.1177/0829573511418484

Young, E.L., & Assing, R. (2000). Review of the Universal Nonverbal Intelligence Test. Journal of *Psychoeducational Assessment, 18,* 280–288.

Zirkel, P. A. (2013). The trend in SLD enrollments and the role of RTI. *Journal of Learning Disabilities, 46*, 473-479. doi: 10.1177/0022219413495297

Zhou, Z. (2018). Psychological assessment with Chinese Americans: Concerns and recommendations. *Psychology in the Schools, 55*, 1121-1132. doi: 10.1002/pits.22162

Links to NASP Model 10 Domains of Practice
Domain 1: Data-Based Decision Making & Accountability: *You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills: *You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.*

Domain 5: School-Wide Practices to Promote Learning: *You will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

Domain 8: Diversity in Development and Learning: *You will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

Domain 10: Legal, Ethical, and Professional Practice: *You will gain knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

Student Learning Outcomes
This course will provide instruction in the administration, scoring, and interpretation of the most commonly used assessment instruments as well as interviewing skills, and report writing. The objectives in this course are to develop student competency in:

- Establishing rapport and conducting interviews
- Administering tests of cognitive functioning, including handling test materials, following test directions, and demonstrating competency in timing tests
- Scoring test protocols
- Interpreting test findings
- Writing reports

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Attendance, Tardiness, & Leaving Class Early. Students are expected to attend class as scheduled. Attendance is **mandatory** and excused absences may be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. If you do have to be absent from class due to extreme circumstances please be prepared to provide adequate documentation upon your return to class. Students that have **more than 3 unexcused absences** will automatically receive a grade of **F for the course.**

In addition to attendance, being prompt for class is important. Students that are excessively late can be disruptive to the learning of other students. Please make an effort to be in class on time. Any student who is **late 20 minutes or more** will be **counted as absent**. You are more than welcomed to come to class if you are late but the same penalties for being absent will apply.

Finally, leaving class early can be a major distraction for the instructor and your classmates. If you have to leave early for class please inform the instructor before the start of class but this does not guarantee full credit for assignments to be done in class on that day. Also, regularly **leaving class early will have similar consequences as coming to class late**.

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance form the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education and/or Dean's Office).

Finally, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be

using laptops or cell phones for purposes not related to class the instructor will ask the student to reframe from using their laptops/cell phones during class.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

Class Participation. All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence in conducting cognitive assessments. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

Leo Mail and MyLeo. All Students should activate and check their Leo Mail and D2L associated with this class daily. All assignments will be turned in on D2L (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through D2L. I **WILL NOT** send communication about the class to personal email accounts.

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one). In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

Academic Integrity. All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conducted Procedures as it relates to academic integrity (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf). This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University. In the event a student fails to abide by the rules set forth in the TAMUC policy, they will receive a grade of 0 on that assignment with no opportunity to make that grade up and the student will be reported to the appropriate university officials.

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

For Your Information: Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Drop Policy. Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of "F". Please refer to the academic calendar in order to be aware of drop dates. The instructor reserves the right to do an administrative drop in certain situations.

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - o 512 MB of RAM, 1 GB or more preferred
  - o Broadband connection required courses are heavily video intensive
  - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - o Sound card, which is usually integrated into your desktop or laptop computer
  - o Speakers or headphones.
  - o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check   http://help.D2L.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.
Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - o Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies/ For additional information about system requirements, please see: System Requirements for LearningStudio   https://secure.D2L.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (D2L) Access and Log in Information
This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select D2L. Then on the upper left side of the screen click on the My Courses tab.
http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support
Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (D2L) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site   http://247support.custhelp.com/

The student help desk may be reached in the following ways:
- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio
Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.

2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number

3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/
The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE MobilE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.
The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

PEARSON COURSES	**App Title:**	**iPhone** – Pearson LearningStudio Courses for iPhone **Android** – LearningStudio Courses - Phone
	Operating System:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online

• View and respond to all discussions in individual Courses
• View Instructor Announcements in individual Courses
• View Graded items, Grades and comments in individual Courses
• Grade to Date
• View Events (assignments) and Calendar in individual Courses
• View Activity Feed for all courses
• View course filters on activities
• View link to Privacy Policy
• Ability to Sign out
• Send Feedback

LearningStudio Notifications
Students can be alerted to course activities via text on their mobile phones or up to two email addresses. Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement
All Students should activate and regularly check their Leo Mail (e-mail account) and D2L accounts associated with this class. All assignments will be turned in on D2L (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/D2L. I **WILL NOT** send communication about the class to personal email accounts.

COURSE REQUIREMENTS

Class Format
This course will consist of lecture, discussion groups, small group work & role-playing (when time permits), and other active learning exercises if time permits. **Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process.**

There is **a lot of testing** (administration of various cognitive assessments) required for this course. **Students are responsible for finding participants to test to fulfill requirements for this course.** It is strongly advised that you do not test your own children or family members but instead test the children of friends. If this is not possible then you are permitted to test you own children or family members. **However, I caution you to choose wisely because in your professional role you and I are mandated reporters of any issues pertaining to child maltreatment. Thus, if necessary, you may be asked to make a report against a family member in an instance of child maltreatment.**

School Psychology and Diagnostician students will need to test **THREE** children during this course and **Applied** students are required to test **ONE** child, so I recommend that you find these children early, and schedule assessment times with them as soon as you can. Do not wait until the last minute to complete an assessment. Parental consent forms must be completed before testing can occur, even if you are testing your own children. When giving consent you must address the issue of confidentiality and when it will not be maintained. Consent forms must be submitted with your protocol(s). You are **NOT** to disclose any results from the testing to the examinee, school, or parent because you are just learning how to administer the tests and the results may **NOT** be accurate or reliable and should **NOT** be disclosed. In addition, you are to make **NO** recommendations for psychological services to the examinee, school, or parent (but you will make recommendations in your psychological report).

Course Activities & Assignments
1. Class Participation: (50 points)
Discussion, presentations, and simulations (if time allows) require your active participation. You are expected to complete the readings scheduled for each class, and to come to class prepared to discuss them. It is essential that you attend class, read assignments, and complete assigned activities each week.

2. Cognitive Assessment Statement: (50 points)
Prepare a one-page summary about what cognitive assessment means to you. In your own words define and state the purpose of cognitive assessment. What experiences, if any, do you have with cognitive assessment? In your view, how does cognitive assessment vary from other types of assessments? What do you believe to be the pros and cons of such an assessment? Finally, what do you hope to learn from this class?

3. Clinical Interview Assignment: (100 points)
Students will conduct a clinical interview (approximately 15-20 minutes) with a school-aged child/adolescent. This interview must be recorded (iPhone, laptop, or another digital format so that it can be sent to the professor via DropBox or YouTube). Students can also put their recordings on a flash drive that they DO NOT NEED BACK as an alternative option (50 points).

Students are also required to complete an interview write-up. (50 points)

This interview can be completed during the video administration and the write-up can be included as part of the submitted report so that an additional students/volunteer is not needed.

Students must also submit a signed consent form – If the consent form is not submitted with the write-up and video, a grade of **ZERO** will be given. NO EXCEPTIONS.

4. Protocols and Reports: (900 points)
Standardized testing is a complex and demanding clinical assessment task. Examiners must follow administration and scoring guidelines with absolute accuracy to ensure valid results while simultaneously interacting with and observing the examinee's behavior, affect, mood, interest, and effort. Practice is the most effective way for new examiners to develop comfort and fluency with these tasks. The administration assignments are designed to provide opportunities for students to build fluency with administration and scoring procedures for each test covered in this course. Students are responsible for obtaining volunteer subjects to test.

Students are required to complete 3 peer protocols, 3 protocols with a K-12 student/volunteer, and there is 1 report per protocol for a total of 6 reports. Completing protocols properly is of essential importance as a school psychologist, diagnostician and clinician. Do not rush. Give yourself time. Triple check for accuracy. Do NOT use real names, rather use first and last initial on all reports and protocols.

All protocols, record forms, consent forms, strength/deficit forms, and flash drives must be turned in at the beginning of class in the student's folder in order to receive full credit. If any of the aforementioned documents are missing, 2 points per day will be deducted from the total assignment grade.

Protocols
Students are required to turn in their protocols with each report and consent forms for protocols with a K-12 student. If consent forms are not submitted with the protocols a grade of **ZERO** will be given. NO EXCEPTIONS. Students are also required to turn in the completed strength/deficit form with each protocol. Protocols MUST be completed in pen. If you make a mistake, strike it out with a straight line and write the correct information next to it. Students are responsible for keeping up with their protocols. Extra protocols will NOT be provided. **The rubric for reports will be uploaded to D2L. Scoring is extremely strict due to the importance of accuracy.**

SSP & Diagnostician Students
- KABC-II NU protocol (50 points) & report w/ a peer (50 points)
- KABC-II NU protocol & report w/ a student (provide consent form) (200 points)
- WISC-V protocol (50 points) & report w/ peer (50 points)
- WISC-V protocol & report w/ a student (provide consent form) (200 points)
- WJ-IV COG protocol (50 points) & report w/ peer (50 points)
- WJ-IV COG protocol & report w/ a student (provide consent form) (200 points)

Applied Students
- KABC-II NU protocol (50 points) & report w/ a peer (50 points)
- KABC-II NU protocol & report w/ a student (provide consent form) (200 points)
- WAIS-IV protocol (50 points) & report w/ peer (50 points)
- WAIS-IV protocol & report w/ a volunteer (provide consent form) (200 points)
- WJ-IV COG protocol (50 points) & report w/ peer (50 points)
- WJ-IV COG protocol & report w/ a volunteer (provide consent form) (200 points)

Reports
All reports must be uploaded to D2L under the specified week as a Word document, double spaced, in 12-point font. Reports should include the five sections mentioned below and will be graded based on the instructor's clinical judgement. Be sure to use all of your resources when writing your reports. You must use a different student/volunteer for each report.

Guidelines for Writing Psychological Reports.
Each written report will contain the following sections:
- 1. Brief background Information
- 2. Behavioral Observations
- 3. Test Results and Interpretation
- 4. Summary
- 5. Recommendations

- 6. Appendix: Tabled Test Scores

5. Video Administration (100 points)
Students are required to record ONE of their second administration of the WISC or KABC (SSP and Diags) or WAIS and WJ (Applied) using: iPhone, laptop, or another digital format, so that it can be shared with the professor via DropBox or YouTube. Students can also put their recordings on a flash drive that they DO NOT NEED BACK as an alternative option.

6. Assessment Presentation: (100 points)
Students are required to complete a 60-70-minute group assessment presentation. Presentations should include all information relevant to the assessment and classmates should leave the presentation with a general overview of the assessment and understanding of administration and scoring of the instrument, applicable populations, testing pitfalls and nuances, and cultural considerations. Presenters should demonstrate administration of selected items from subtests and incorporate and incorporate an activity.

Assignment Points Possible:

Class Participation	50
Cognitive Assessment Statement	50
Clinical Interview Assignment & Video	100
KABC-II NU	300
WISC-V/WAIS	300
WJ-IV COG	300
Video Administration	100
Assessment Presentation	100
Total Points:	**1300**

Final Grades
A (1300-1170)
B (1169-1040)
C (1039-910)
D (909-780)
F (779 and below)

Assessment Directions:
All testing instruments/materials must be checked out. **There will be set times during which you will have access to these materials, so you will need to plan ahead**. Please become familiar with the instruments before use during a testing session. **This means it is up to you to study, review, and become familiarized with the assessment instruments outside of regular class time.** Please keep in mind that the assessment instruments are **VERY** expensive, and **YOU** will be responsible for them while they are checked out under your name. **DO NOT** leave test materials in your car or unattended at any time. You will need a stopwatch (your cell phone stopwatch can be used) and a clipboard for administering tests.

Again, all students are required to find their own examinees. **Also, please be aware that finding participants can take longer than expected so please start early.** Also, testing can take longer due to your lack of experience so please provide yourself with enough time to conduct these assessments. Feel free to check out equipment to better learn the materials and begin testing as soon as you are comfortable.

Due to the limited number of test equipment we may have to share test kits. Students that share test kits need to take responsibility for the transfer of these kits. I will set up a checkout list for me to keep up with who has what kits, so we can help arrange for sharing. If you have access to a current diagnostician, you might be able to "borrow" theirs to allow for more practice time without as many time constraints.

Spring 2020 Course Schedule PSY/SPED 573 (Subject to Change)

Week	Topic & Assignment	Readings to be completed before class	Online Assignment due to Late Start
1 February 3rd	• Greeting and introductions • Review syllabus • ABC's of Assessment and report writing • Ethical & Multicultural Issues in Assessment In Class: Age calculation & report examples	• Barber, N. (2004) • Hale, J., & Fiorello, C. (November 2002) • Zhou, Z. (2018) • Fagan, J., & Holland, C. (2002)	
FEBRUARY 7TH			Essentials of Report Writing 2nd Edition – Chapter 1 & 4 Luria (2016)
2 February 10th	• WJ-Cog Presentation: In class: WJ peer administration	• WJ-IV: Chapters 1, 2, & 3 • Ramos, E., Alfonso, V., & Schermerhorn, S. (2009) • Edwards, O., & Oakland, T. (2006)	•
FEBRURARY 14TH	•	•	WJ-IV Video (D2L)
3 February 17th	• CHC Theory & Cross Battery • Report Writing **Due: Cognitive Assessment Statement** In Class: WJ Peer administration ==NASP BALITMORE!==	• Cross Battery Assessment: Ch. 1, 2, Appendix A – C • Mastoras et. al. (2011) • Michaels (2016) • Pelco, L., Ward, S., Coleman, L., Young, J. (2009).	
FEBRUARY 21ST	•	•	Essentials of Report Writing 2nd Edition:

			Chapters 2 & 5, 3 (skim)
4 February 24th	• KABC-II NU Presentation: • Task Demand & Recommendations **Due: WJ-IV Peer Protocol** In Class: KABC Peer administration	• KABC-II: Chapters 1 & 2 • KABC-II: Chapters 3, 5, & 6 • Scheiber (2016)	•
5 March 2nd	• WISC-V Presentation: • WAIS-IV Presentation: **Due: KABC II NU Peer Protocol** In Class: WISC/WAIS peer administration	• WISC-V: Chapters 1 & 2 • Cormier, et. al. (2016)	
March 6th			WISC-V: Chapters 3, 4 & 5
6 March 9th	**SPRING BREAK – NO CLASS**		
7 March 16th	• Test Selection • Recommendations & g's **Due: WISC-V/WAIS Peer Protocol** In Class: WISC Verbal Subtests	• Edwards, O. (2006) • Floyd, R., Clark, M., & Shadish, W. (2009) • Silverman, W., Miezejeski, C., Ryan, R., Zigman, W., Krinsky-McHale, S., & Urv, T. (2010)	•
8 March 23rd	• Intellectual Disabilities • Specific Learning Disabilities **Due: WJ-IV Peer Report**	• McGill, R. J., Styck, K. M., Palomares, R. S., & Hass, M. R. (2016) • Proctor, S., Graves, Jr., S., & Esch, R. (2012) • Scanlon, D. (2013)	•

		• Zirkel, P. A. (2013)	
9 March 30th	Nonverbal Assessment Leiter Presentation: Unit/WNV Presentation: **Due: KABC II NU Peer Report** SWAPA 3RD-5TH	• Farrell, M., & Phelps, L. (2000) • Reed, M., & McCallum, R.S. (1995) • Young, E.L., & Assing, R. (2000)	•
10 April 6th	Early Childhood Assessment WPPSI Presentation: DAS II Presentation: **Due: WISC-V Peer Report**	• Readings will be provided	
11 April 13th	Neuropsychological Assessment **Due: WJ-IV Cog Student/Volunteer Report & Protocol**	• Readings will be provided	•
12 April 20th	• Stanford Binet Presentation: **Due: KABC II NU Student Protocol & Report**	• McGill et al. (2016) • Scanlon (2013) • Zirkel (2013) • Proctor et. al. (2012)	•
13 April 27th	**Due: WISC-V/WAIS Student Volunteer Protocol & Report**	• Readings will be provided	
14 May 4th	FINALS WEEK		

SYLLABUS POLICY CHANGE

***The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance. ***