

Psychology 6220-001: Cognitive Assessment - Spring 2016
Class Lectures: Mondays and Wednesdays: 3:30 PM – 4:45 PM – UH1610
Laboratory: Mondays: 9:45 AM – 10:45 AM – UH 1610

Professor:

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Text: Flanagan, D. P. and Harrison, P. L. (2012) *Contemporary Intellectual Assessment* (3rd Ed.)
New York. Guilford

Note This book is available at the UT Bookstore (Barnes and Noble) for \$105 in hardcover and \$91.00 in digital form. It is also available from Amazon.com in hardcover for \$84.85 and from alternate sellers at Amazon for as low as \$68.00. Make sure you are getting the third edition if you are ordering it from one of the alternate sellers. You can rent the textbook from the UT bookstore or Amazon at lower cost if you do not wish to own it. Barnes and Noble.com also have hardcover and Nook versions of the book available at prices comparable to Amazon's.

Other required readings for the class will be assigned and distributed as the class proceeds. All the readings will comprise an important method of learning in the course and students are encouraged to stay current.

Other cognitive assessment books that students might find helpful to consult:

1) Lichtenberger, E. O., and Kaufman, A. S. (2013). *Essentials of WAIS-IV Assessment* (2nd Ed.) Hoboken, NJ: Wiley

2) Weiss, L. G., Saklofske, J., Coalson, D. L. and Raiford, S. E. (2010). *WAIS-IV Clinical use and Interpretation*. Burlington, MA: Academic Press

3) American Educational Research Association, American Psychological Association, and National Council on Measurement in Education (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association

Course Description:

Note: Classes will consist of lectures, videos, and discussions designed to expand on the material covered in the readings. Given that this is a graduate seminar, contributions by the students in class discussions will be an important method of learning in the class. Accordingly, regular class attendance and participation is expected.

Class Cancellations: Although it is unlikely that a lecture will be canceled it is always a possibility. If

something does happen where I need to cancel class I will send out an email to the email address that is listed for you in the UT e-mail outlook directory Please check your UT e-mail account regularly

Course Requirements:

- 1) Special Topics Class Presentations - Each student should select a topic of interest to lecture on to the rest of the class during weeks 12 and 13 You are encouraged to choose a topic that is of particular interest to you Examples of topics to consider include (but are not limited to) a) Special statistical models of test construction, b) Cognitive assessment and achievement assessment methods not covered in class, i.e Stanford-Binet, Woodcock-Johnson, Wide-Range series, Test of Non-Verbal Intelligence, NEPSY, Differential Ability Scales, etc , c) Controversies in cognitive assessment, e.g , Murray and Herrnstein's "Bell Curve," test scores and college admissions and the validity of the IQ as a concept, d) Alternative theories of intelligence, e) Use of ability tests for occupational selection, i.e., selection of police officers, and f) Detection of suboptimal effort and malingering in cognitive assessment. You may choose a topic that is listed in the syllabus if you wish However, please have your topic approved by me in advance of your research and presentation Time slots for the special topics presentations will be assigned on a first-come, first-serve basis Please assign a reading to students at least one week ahead of your lecture Please also submit your PowerPoint after you make your presentation as it will constitute a portion of your class-presentation grade. (See below)
- 2) Paper – Each student is asked to submit a paper on the same topic as his or her class presentation I don't have a maximum or minimum page limit but I would guess that you should be able to cover your topics adequately in 8-15 pages
- 3) Clinical Case Presentations and reports – Each student will make a clinical case presentation based on their evaluation of one of the volunteers to the rest of the class You should prepare a written report of your test findings, interpretations and implications to distribute to the class (with identifying information redacted) prior to your presentation
- 4) Lab exercises including scored test protocols – See below
- 5) Quizzes – I plan to give approximately five brief quizzes over the course of the class that concern recently learned course material.
- 6) Final exam – Students will be required to take a final exam on May 4th during the normal class period that will cover material presented over the entire class. It is planned to be a combination of multiple-choice and essay questions

Grades: Grades will be based on the following

- Class participation – 10%
- Class topic presentations – 10%
- Paper – 15%
- Clinical case presentation – 10%
- Clinical report -15%
- Lab exercises including administration and test scoring performance - 15%
- Quizzes – 10%
- Final Exam – 15%

If the grade you receive in the class is not what you expected, please e-mail me and/or come see me in my office.

Note: This syllabus and course and the schedule listed below are subject to change at the instructor's discretion. All changes will be announced in class and/or via e-mail.

Tentative Class Schedule

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>
1	1/11	Historical Backgrounds to Intellectual Assessment	Chapts 1 & 2
1	1/13	Models and theories of cognitive assessment	Chapts. 3&4
2	1/18	MLK Day – No Class	
2	1/20	Psychometric Theory. Validity, reliability, efficiency	Chapter 31
3	1/25	WAIS-4. History and Basic Structure	Chapter 8
3	1/27	WAIS-4 Scoring and Interpretation	Chapter 8
4	2/1	Wechsler Memory Scale IV	Chapter 8
4	2/3	WIAT – III	Chapter 9
5	2/8	WISC- -V History and Basic Structure	Chapter 9
5	2/10	WISC- V. Scoring and Interpretation	Chapter 9
6	2/15	Assessment of Learning Disabilities	Chaps 23 & 26
6	2/17	Assessment of Learning Disabilities	Chaps 23 & 26
7	2/22	ADHD - Theory and background	Chapter 28
7	2/24	Assessment of ADHD	Chapter 28
8	2/29	Neuropsychological Assessment	Chapters 33 & 34
8	3/2	Neuropsychological Assessment	Chapters 33 & 34
9	3/7	Spring Break – No Class	
9	3/9	Spring Break – No Class	
10	3/14	Testing and Diversity	Chapter 22
10	3/16	Genetics, race and Intelligence	TBA
11	3/21	Writing reports and giving feedback	TBA
11	3/23	Ethical issues in assessment	TBA
12	3/28	Manali Roy – Woodcock-Johnson	TBA
12	3/30	Susan Doyle – Occupational Selection	TBA

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>
13	4/4	Heather Schultz – Ravens Matrices	TBA
13	4/6	Student Presentation on special topic	TBA
14	4/11	Shannon Manley – Racial and Ethnic Differences	TBA
14	4/13	Clinical Presentation	TBA
15	4/18	Clinical Presentation	
15	4/20	Clinical Presentation	
16	4/25	Clinical Presentation	
16	4/27	Clinical Presentation	
17	5/2	Study Time	
17	5/4	Final Exam	

Cognitive Assessment Lab:

The purpose of the lab section of the course is to provide additional instruction and guidance in becoming proficient in using the tests discussed in the course. This may include demonstrations, role-playing, video review, and discussion of scoring decisions. Lab time may also be used to schedule proficiency administrations with the TA. Additional topics related to cognitive assessment will be covered that are not covered in detail in the lectures. These topics may include: explaining the testing process to the patient, giving test feedback, discussing psychological testing with other professionals, assessing mental status, recording behavioral observations, and brief overviews of additional cognitive assessment instruments not covered in detail during the lecture.

Description of Learning Activities and Assignments

Four Assignment Types

Self/Peer: These assignments involve your first exposure to the test administration and scoring procedures. These assignments are not graded, but are necessary to prepare for other assignments such as your proficiency administration with the TA, the sample case scoring assignments, and your test administration to a volunteer. To complete these assignments you should read the administration and scoring manual of the test being studied, familiarize yourself with the record form, and practice a mock administration with/without a friend to gain familiarity with the administration and scoring procedures. Your goal is to be able to provide a fluid and competent test administration.

Sample Case Materials: For these assignments, sample case materials will be distributed to you. These assignments are due in two stages, with the first being scoring of the materials.

This involves reviewing and scoring responses using the scoring criteria as well as manually calculating index scores and score comparisons on the record form. The second stage involves a written interpretation of the sample case materials you have scored. With the guidance of a template, you will write your interpretation of the scores and explain the implications of the findings in a results or conclusions section that you would find in a typical psychological assessment report.

Proficiency Administration with TA: At the beginning of the semester, you will partner with one or two others in the class so that you can work together to practice proper test administration. For three tests, the WAIS-IV, WMS-IV, and WIAT-III, the TA will evaluate you together on a proficiency administration that you must pass before testing your own volunteer. For the WISC-V there will not be a proficiency administration with the TA but instead you and your partner(s) will jointly test a volunteer.

When jointly administering the WAIS-IV, WMS-IV, WIAT-III, and WISC-V for the first time to the TA or to Volunteer 4, each of you will take responsibility for administering about half of the subtests while your partner serves as an observer. The observer's job is to help out and she or he will function in a semi-supervisory capacity, making written notes, completing the Administration Checklist, and providing verbal reminders on test administration techniques. Like the TA, the observer will make comments and suggestions to the test administrator during the testing to address any mistakes or issues that emerge. When serving as an observer, your written and verbal comments should be helpful and supportive at the same time that they may be corrective. The goal of this collaboration is to learn proper technique; the goal is not to execute a perfect administration. Thus, testing should be interrupted and subtests administered again whenever it is necessary to make corrections during the course of the administration.

If there are an odd number of students in the class, one partnership will consist of three people. Each student will still serve as the primary observer for half of the subtests and as the test administrator for half of the subtests with a volunteer. To accommodate this, a total of 1.5 tests will be administered (Student 1 observes Student 2 for the 1st half of testing, Student 2 observes Student 3 for the 2nd half, and Student 3 observes Student 1 for the repeated half). Test administration for the WISC-V can be completed with two different volunteers, though it would be easiest to have a single volunteer repeat half of the subtests.

Volunteers. You will also test three volunteers from the subject pool on your own, administering the WAIS-IV, WMS-IV, WIAT-III and optional ancillary tests that would be used to assess ADD/ADHD or LD. The first volunteer will be given the WAIS and WMS, the second will receive the WAIS and the WIAT, and the last will get the WAIS and either the WMS or the WIAT. For each of these volunteers you will conduct a brief interview focused on cognitive functioning and videotape your interview and administration. These videos will be reviewed by the TA.

For Volunteers 1, 2, and 4, you may work with your partner(s) if you like. However, each of you will complete a full test administration with your own volunteer. Thus, if you work with your

partner(s), you will observe all of his or her testing with a volunteer before switching and having your partner observe all of your testing with a different volunteer.

For each volunteer, you will write a summary of his or her behaviors seen during the testing (i.e., the behavioral observation section of a report) and complete a test administration checklist. For Volunteers 1, 2, and 4, you will also conduct a relatively brief interview and write up the information you obtain in the kind of history section that is commonly included in a professional report. The history and interview should focus mainly on the volunteer's cognitive functioning, attention and concentration, and academic history, including interests, skills, and difficulties with particular kinds of coursework. It is not a mental health interview. Administrations with all volunteers will be videotaped so the TA can review your skills.

The volunteer assignments are broken up into sections. Your administration and video will be due on one date, while your written component (behavioral observations, brief history) will be due on another date, and your scoring of the test materials due on yet another date.

Consent Forms and Confidentiality: Volunteers must sign a consent form for testing. If a volunteer is younger than 18 years old (which includes some of the undergraduates who sign up for the adult WAIS-IV or WMS-IV testing), they will need to have a signed consent form from their parent or legal guardian. The volunteer's name and any other information that could clearly identify him or her **should not appear on any of the testing materials**. Instead, assign each volunteer a code name or a code number to ensure confidentiality. The same procedure can be used when presenting case material in class.

Tentative Lab Meeting and Assignment Schedule

Week	Meeting Date	Topic	Assignment Due Date	Self/Peer	Proficiency	Sample Case	Volunteer
1	1/11	NO LAB MEETING	1/13				
2	1/18	NO LAB MEETING	1/20	WAIS admin and score			
3	1/25	NO LAB MEETING	1/27				
4	2/1	WAIS Proficiency	2/3	WMS admin and score	WAIS		
5	2/8	WMS Proficiency	2/10		WMS	SC1: WAIS scoring (due 2/8)	
6	2/15	WAIS Scoring Discussion	2/17			SC1: WAIS interpretation	V1: WAIS & WMS Administration
7	2/22	ADHD	2/24	WIAT admin and score		SC2: WMS scoring	V1: Written materials
8	2/29	WIAT Proficiency	3/2		WIAT	SC2: WMS interpretation	V1: Scoring
9	3/7	NO LAB MEETING	3/9			SC3: WAIS scoring	
10	3/14	Overview of other cognitive tests	3/16			SC3: WAIS interpretation SC4: WIAT subtest scoring	V2: WAIS & WIAT Administration
11	3/21	Mental status and behavioral observations	3/23			SC4: WIAT summary scoring	V2: Written materials
12	3/28	Assessing effort	3/30	WISC admin and score		SC4: WIAT interpretation	V2: Scoring V3: WAIS, WMS, WIAT Administration

13	4/4	Report writing	4/6				V3: Written materials V4: WISC Administration
14	4/11	Giving feedback to patients	4/13			SC5: WISC Scoring	V4: Written materials
15	4/18	Communicating feedback to professionals	4/20			SC5: WISC Interpretation	V4: Scoring
16	4/25	TBA	4/27			SC6: WAIS, WMS, WIAT Interpretation	