



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP-7370-01-7

Course Title: Cognitive Assessment

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: College of Education and Behavioral Sciences

Term: Fall 2020

Course Credits: 03

Class Meeting Days: Mondays

Class Meeting Hours: 9:00am -12:00pm

Class Location: Hale Hoaloha, rm. 201

Instructor Name: Kathryn M. Chun, PhD

Email: kathryn.chun@chaminade.edu

Phone: 808.739.7425

Office Location: Behavioral Sciences Building, rm. 103

Office Hours: Monday 1:00-3:00, Tuesday 1:00-3:00, Wednesday 1:00-3:00

University Course Catalog Description and Overview

This course focuses on effective and competent cognitive assessment mastery, including being able to administer, score, and interpret cognitive tests. Learning the history of cognitive assessment, cultural, diversity, and ethical considerations, and clinical skills necessary in assessment are critical elements of this training.

Students will be introduced to the major approaches and techniques for intellectual assessment in children and adults. The course covers principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of intellectual assessment. Particular attention is given to the administration and interpretation of the Wechsler intelligence tests. Alternative methods of intellectual assessment are also considered. The class includes a laboratory in which skills in administration and interpretation can be practiced.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course.

Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPF Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.

5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice. The application of Marianist values includes applying and adapting social awareness for community service, justice, and peace.

Course Learning Outcomes

1. Students will learn the major approaches and techniques for intellectual assessment, including the application of cognitive assessment in the diagnosis of mental disorders in children and adults. (Competency 7)
2. Students will learn principles of test construction and psychometrics, about the history of intellectual assessment, as well as theories of intelligence. (Competency 6)
3. Students will gain an understanding of the theoretical, empirical, and applied foundations of intellectual assessment within the clinical practice of psychology. (Competencies 4 &5)
4. Students will learn how to administer, score, and interpret the WAIS-IV, WISC-V, and Stanford-Binet Tests of Intelligence, 5th Edition. (Competency 7)
5. Students will learn how to utilize other cognitive assessments in special contexts and with diverse populations, including the assessment of adaptive functioning in association with cognitive assessments. They will refine their awareness of ethical, cultural, and social factors in the uses of psychological testing. (Competencies 1, 4, 7, & 11)
6. Students will learn how to write integrated psychological reports based on cognitive assessment profiles and findings. In so doing, they will refine their skills in psychological report writing. (Competencies 2 & 3)
7. Students will refine their skills in basic interviewing and behavioral observation as it pertains to cognitive assessment. (Competency 2)
8. Students will be encouraged to apply critical thinking skills in the interpretation of assessment results and through the case conceptualization process. (Competencies 2, 3, & 7)

Required Learning Materials

Required Textbooks

- Lichtenberger, E.O. & Kaufman, A.S. (2012). *Essentials of WAIS-IV assessment (2nd ed.)*. Hoboken, NJ: John Wiley & Sons, Inc.. ISBN: 978-1-118-42118-5
- Sattler, J. (2018). *Assessment of children: Cognitive foundations and applications (6th ed.)*. San Diego: Jerome M. Sattler, Publisher, Inc.. ISBN-13: 978-0986149931

Required Readings

- Abad, F.J., Sorrel, M.A., Roman, F.J., & Colom, R. (2016). The relationships between WAIS-IV factor index scores and educational level: A bifactor model approach. *Psychological Assessment, 28(8)*, 987-1000.
- Ackerman, P. L., Beier, M. E., & Boyle, M. O. (2005). Working memory and intelligence: The same or different constructs? *Psychological Bulletin, 131*, 30-60.

- Byrd, D., Arentoft, A., Scheiner, D., Westerveld, M., & Baron, I.S. (2008). State of multicultural neuropsychological assessment in children: Current research issues. *Neuropsychology Review*, 18.3, 214-222.
- Canivez, G.L., Watkins, M.W., & Dombrowski, S.C. (2016). Factor Structure of the Wechsler Intelligence Scale for Children-Fifth Edition: Exploratory factor analyses with the 16 primary and secondary subtests. *Psychological Assessment*, 28(8), 975-986.
- Jacobs, B.R. & Liljequist, L. (2019). The effect of changing specific learning disorder criteria in the DSM-5 on adults. *Professional Psychology: Research and Practice*, 50(1), 11-16.
- Plomin, R. & Deary, I.J. (2015). Genetic and intelligence differences: five special findings. *Molecular Psychiatry*, 20, 98-108.
- Sudarshan, N.J., Bowden, S.C., Saklofske, D.H., & Weiss, L.G. (2016). Age-related invariance of abilities measured with the Wechsler Adult Intelligence Scale-IV. *Psychological Assessment*, 28(11), 1489-1501.

Course Requirements

1. **Attendance:** Regular attendance and active participation in class are required. Students are expected to read all assigned materials ahead and come prepared to discuss them in class. Students should be in class on time. Excessive tardiness (2 or more unexcused) will count as an unexcused absence. Any unexcused absences will minimally result in a reduction of final course grade (e.g., A to A-; B+ to B) and may result in the loss of credit for the course (two or more). The qualification of what is or is not excusable remains at the instructor's sole discretion. It is the responsibility of the student to notify the instructor to request an excused absence prior to the absence or ASAP for illness. The student will need to complete additional make-up work for any excused absences.
2. **Quizzes:** Students will be quizzed regularly on homework readings and classroom material to assist in comprehension of material and integration of readings in assessment practice.
3. **Laboratory:** Students are required to attend two assessment laboratories. The laboratories will be led by the TA. The Wechsler Adult Intelligences Scales, 4th Edition (WAIS-IV) lab will be utilized to measure student's basic competence in standard and reliable test administration. This lab will be scored at a mastery pass/fail. The student will need to pass the lab or will need to repeat the failed lab until he or she passes. The Wechsler Intelligence Scales for Children, 5th Edition (WISC-V) lab will focus on gaining mastery of administering the WISC-V in order to pass the lab. Scheduled dates/times will be made available by the course TAs. The lab must be passed in order to submit the accompanying test report. The student will obtain an incomplete if he or she does not pass both laboratories by the end of the course.
4. **Assessment Reports:** Students will be required to complete a total of two assessment reports. A grading matrix will be provided to the students.
 - a. Students are required to recruit for and administer the WAIS-IV, the WISC-V, and the SB5.
 - b. Students will write a WAIS-IV report and a WISC-V or SB5 report.
 - c. Informed consent forms must be completed for each volunteer and the WAIS-IV and WISC-V/SB5 test administrations are to be video recorded.
 - d. Reports will be graded on demonstration of comprehension and mastery of the assigned material, adherence to outlines provided in class, ability to communicate test results, and interpretations that are clear and concisely written with appropriate grammar and spelling. As arithmetic errors, clerical errors, and careless mistakes can have enormous consequences for clients, any errors of this type will adversely affect a student's grade. The instructor will provide more detailed information regarding the required format and content of each report. Assessment reports will be used to measure students' competence in: standard and reliable test administration, scoring, and interpretation of the WAIS-IV, WISC-V, and SB5; students' competence in basic interviewing, behavioral observation, and report writing skills; students' critical thinking and case conceptualization skills; and students' awareness of ethical, cultural, and social factors in the use of psychological tests.

- e. Reports are to be typed and submitted on time. Reports are due at the beginning of class on the day they are due, submitted by email. Test protocols must also be submitted at the beginning of class on the day they are due, submitted in person. Late reports will be deducted by a grade level (A to A-; B+ to B, etc.) for each day the report is late. Non-deducted lateness will be granted at the sole discretion of the instructor.
 - f. If you earn lower than a B- for any report, you will need to obtain a new volunteer, test the volunteer, and write a new report. **You will not pass the class if you obtain a final grade of C or below. You will also need to pass each of the Assessment Report with at least an 80% or you will not be able to pass the course.** Any report that is below a, 80% will need to be repeated. Each student has two (2) chances to reach mastery on every report or they will need to repeat the course. A remediation plan will be developed to assist you in passing each Assessment Report. The student will receive an Incomplete Progressing until they complete the remediation reports. The best grade for the remediated reports will be 80%.
5. Journal Article Presentation: Small groups of students will present on one of the journal articles in the Required Readings list. Presentations will involve a 10-minute description of the article, relating the information to other course readings, and leading the class in a 10-minute discussion about the article.
 6. Debriefing Exercise: Students (as the “psychological evaluators”) will have the opportunity to explain the results of one of their assessment reports to the instructor (as the “client”) in a class presentation, including answering questions in a mock evaluation review.
 7. Final Written Exam: The format of the exam will include T/F, Multiple Choice-Best Answer, Short Answer/Essay, and Case Conceptualization. This will be an in-class, open-book, written exam, using critical thinking, on the theoretical and content information of the lectures/discussions and reading materials on the cognitive assessment of adults and children and on the practical clinical application of cognitive assessment with clients. Final Exam Part I will be independently completed, while Final Exam Part II will be completed in small groups.

Grading

Project/Assignment	Point Value (out of 100 pts)
Report 1 & Video – WISC-V Child <u>OR</u> SB5 Adult/Child	20 points
Report 2 & Video –WAIS-IV Adult	20 points
Laboratory Performance (Pass/Fail Mastery)	10 (Pass)
Quizzes (5 counted – lowest score dropped)	10 points
Journal Article Presentation	10 points
Debriefing Exercise	5 points
Final Exam (Part I & II)	25 points

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 (\geq 69); Failed - No credit given

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 working days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign

online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program

Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

Schedule

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	8/24	-Overview of Course -Introduction to Cognitive Assessment & Measurement of Intelligence -Theories and Issues in Intelligence -Informed Consent Form -Borrowing tests from library, form testing teams --Discussion of test standardization in the administration of cognitive tests -Class Introductions		
2	8/31	*Quiz 1 -Psychological evaluations of Children -Introduction to the WISC-V -Administering the WISC-V -Practice WISC-V administration with classmates	<u>S</u> : Ch. 1, 2, <u>S</u> : Ch. 9 & 10 <u>S</u> : Ch. 7	Check out WISC-V from CUH Library and begin reviewing in teams Obtain Testing Volunteers and complete consent forms
3	9/7	Labor Day Holiday (no class)		
4	9/14	*Quiz 2 -Practice WISC-V administration with classmates -Discussion of administration and scoring issues -Scoring and Interpretation of WISC-V -Psychological Report Writing in Cognitive and Learning Domains for Children	S: Ch. 6 & 11	WISC-V Lab with TA this week
5	9/21	*Quiz 3 -Introduction to the Stanford-Binet Intelligence Scales, 5 th Edition (SB5) -Administering, Scoring, and Interpreting the SB5	S: Ch. 15	Check out SB5 from CUH Library WISC-V Lab with TA this week

		-Practice SB5 administration and scoring with classmates -Discussion of administration and scoring issues		
6	9/28	Quiz #4 -Psychological Report Writing in the Cognitive and Learning Domains for Adults -Statistics and Psychometrics in Cognitive Assessment	<u>S</u> : Ch. 4 & 18	Complete testing WISC-V or SB5 volunteer this week
7	10/5	-Review WISC-V and SB5 protocol scoring -Cognitive Assessment and Mental Disorders -DSM-5 and Cognitive Assessment -Ethical, Legal and Professional Issues in Psychological Testing and Cognitive Assessment -Diversity and Cognitive Assessment	<u>L & K</u> : Ch. 8 <u>S</u> : Ch. 3, 5, & 7	WISC-V/SB5 Video & Scored Protocol DUE All WISC-V/SB5 Kits due back to the CUH Library
8	10/12	-Introduction to the Vineland Adaptive Behavioral Scale-III (VABS-III) -Administering, Scoring, and Interpreting the VABS-III -Practice Administering the VABS-III with students as caretakers -Integrating Intellectual Assessment with Adaptive Assessment and report writing		WISC-V/SB5 Report DUE
9	10/19	-Introduction to the WAIS-IV -Administering the WAIS-IV -Practice WAIS-IV administration with classmates -Discussion of administration and scoring issues	<u>L & K</u> : Ch. 1, 2, 3 <u>S</u> : Ch. 11	Check out WAIS-IV from CUH Library
10	10/26	*Quiz 5 -Practice WAIS-IV administration with classmates -Discuss WAIS-IV scoring -Interpretation of the WAIS-IV	<u>L & K</u> : Ch. 4, 5, & 9	WAIS-IV Lab with TA this week
11	11/2	-Cognitive/Learning Processes -Introduction to academic tests -Administering, scoring, and interpreting academic tests -Introduction to the Woodcock-Johnson, 4th Edition (WJ-IV) Cognitive and Achievement Tests -Introduction to the Wechsler Individual Achievement Test, Third Edition (WIAT-III) -Integrating Intellectual Assessment with academic tests and report writing	<u>L & K</u> : Ch. 6 <u>S</u> : Ch. 17	WAIS-IV Lab with TA this week
12	11/9	Journal Article Presentations	See <i>Required</i>	Complete testing WAIS-IV

			<i>Readings</i>	volunteer
13	11/16	*Quiz 6 -Review of WAIS-IV Protocol -Cognitive Assessments with Specialized Measures -Visual Impaired, Hearing Impaired, Non-verbal, Culturally Diverse, and Non-English-Speaking -Use of Screening Tests	<u>L & K</u> : Ch. 7 <u>S</u> : Ch. 8	WAIS-IV Video & Scored Protocol DUE ALL WAIS-IV Kits due back to the CUH Library
14	11/23	-Debriefing exercise -Review for Final Examination		WAIS-IV Report DUE Prepare for debriefing exercise
15	11/30	Final Examination Part I		
16	12/7	Final Examination Part II: Group Cognitive Assessment Project		Course/Instructor Evaluation

L & K = Lichtenberger, E.O. & Kaufman, A.S. (2012). *Essentials of WAIS-IV assessment (2nd ed.)*. Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 978-1-118-42118-5

S = Sattler, J. (2018). *Assessment of children: Cognitive foundations and applications (6th ed.)*. San Diego: Jerome M. Sattler, Publisher, Inc. ISBN-13: 978-0986149931