



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

Course Title: Cognitive Assessment

Department Name: Hawai'i School of Professional Psychology

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

Term: Fall 2022

Course Credits: 03

Class Meeting Days: Mondays

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

Class Location: Keifer room 9

Instructor Name: Marita Padilla, PsyD, ABPP

Email: marita.padilla@chaminade.edu

Phone: (808)440-4268

Office Location: Brogan 115

Office Hours: Monday 2:30 - 3:30 p.m., Tuesday by appointment, Wednesday 1:00 - 3:00 p.m.

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'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 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'ēau 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'ēau 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'ēau ('Ōlelo No'ēau 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'ēau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP 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 American Psychological Association (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. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed,

- and well-integrated communication, as well as effective interpersonal skills across settings. 3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
 5. Articulate and integrate 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. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
 7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
 8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
 9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
 10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
 11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

1. Students will recall facts and concepts related to major approaches and techniques for intellectual assessment, including the application of cognitive assessment in the diagnosis of mental disorders in children and adults. This will be measured by passing score on the final written exam. (Competency 7)
2. Students will administer, score, and interpret the WAIS-IV and WISC-V. This learning outcome will be measured by experiential labs, to include competency checkouts on each measure. (Competency 7)
3. Students will evaluate history and theories of intellectual assessment, including the principles of test construction and psychometrics, as measured in student presentations and the final exam. (Competency 6)
4. Students will draw connections between cognitive assessment and student's awareness of ethical, cultural, and social factors in the uses of psychological testing. This learning outcome will be measured by the assessment of choice presentation. (Competencies 1, 4, & 11)
5. Students will develop psychological report writing skills using cognitive assessment profiles and findings. This learning outcome will be measured by the experiential labs and assessment reports. (Competencies 2 & 7)

Required Learning Materials

Required Text

- American Educational Research Association (2014). *Standard of Educational and Psychological Testing*. Washington DC: AERA.
- Lichtenberger, E.O. & Kaufman, A.S. (2013). *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

Supplemental Resources

- American Psychological Association (2020). *APA guidelines for psychological assessment and evaluation*. Washington DC: APA.
- American Psychological Association (2022). *APA guidelines for assessment and intervention with persons with disabilities*. Washington DC: APA
- American Psychological Association (2021). *APA guidelines for the evaluation of dementia and age*

related cognitive change. Washington DC: APA.

American Psychological Association (2017). *Ethical principles of psychologists and code of conduct*. Washington DC: APA.

National Association of School Psychologists (2020). The professional standards of the national association of school psychologists. Retrieved from www.nasponline.org on July 31, 2022.

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 Assignments

- 1. Class Attendance and Quizzes:** 100 points. Class time will be spent in lectures, presentations, role plays, experiential labs, and participation. Preparation for all in class activities is required. Attendance and participation will be measured by weekly quizzes (12 total). Each quiz will have five questions (1 point each) plus five points just for attending class, totaling 10 points. The quiz will take place during the first 15 minutes of class, allowing for a short grace period. If you come after the 15-minute grace period, you can still get up to five points to account for presence. At the end of the term the two lowest quiz scores will be thrown out.
- 2. Experiential Labs:** 200 points (100 per test). Experiential Labs will immediately follow the daily lecture. Students are required to attend experiential labs, as they are the practical application of the material, including test administration, report writing, **AND** oral communication of results (e.g., feedback/debriefing session). The labs will be facilitated by the instructor and/or the TA, and will vary in length depending on lecture material and student questions/engagement. While class material will present a variety of cognitive measures, The Wechsler Adult Intelligences Scales, 4th Edition (WAIS-IV) and The Wechsler Intelligence Scales for Children, 5th Edition (WISC-V) will be the focus of the labs. Starting week 4, students will schedule time with the instructor or TA to administer 2-4 subtests of the facilitator's choosing. **You will need to demonstrate basic test administration competency prior to scheduling your full administration with a participant of your choosing.** Students will have a total of 2 opportunities per assessment measure to demonstrate basic administration competency. The student will obtain an incomplete if he or she does not pass both administrations by the end of the course.
- 3. Assessment Reports:** 200 points (100 per report). Students will be required to complete a total of two assessment reports. One report will be generated from data provided by the instructor. One report will be generated from data you obtain from a test subject of your choosing. See Addendum for Report Rubrics. Below are the some of the requirements for the test subject of your choosing:

- a. Students are required to recruit for and administer the WAIS-IV or the WISC-V.
 - b. Students will write a WAIS-IV and a WISC-V report.
 - c. Informed consent forms **must** be completed for each volunteer and the WAIS-IV/WISC-V test administrations are to be video recorded. **Students will receive an immediate FAIL if they do not obtain informed consent prior to administration (FOR ADDITIONAL GUIDANCE SEE APA (2017) Ethics Code 9.03; AERA (2014) Standards for Educational and Psychological Testing, Standard 8.4)**
 - 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 or WISC-V; 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, 12pt font, Times New Roman, and submitted on time. Reports are due at the beginning of class on the day they are due, **HARD COPIES ONLY**. Ten points will be deducted for any electronic copy submitted. Test protocols must also be submitted at the beginning of class on the day they are due, submitted in person. Timeliness is crucial when conducting psychological testing and report writing. To support your growth and development in this area, late reports will receive 0 points.
The instructor will review exceptions via emergent issues on a case-by-case basis.
 - f. Videos are to be uploaded to Google Drive prior to the start of class on the day they are due. Videos submitted after 9:00am on the day they are due will result in a 10-point deduction.
 - g. If you earn lower than 80% for the video-recorded report, you will need to: 1) obtain a new volunteer; 2) test the volunteer; and 3) write a new report. **You will not pass the class if you obtain a grade below B-. 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. The student will receive an Incomplete Progressing until they complete the remediation reports. The best grade for the remediated reports will be 80%.
4. **Assessment of Choice Presentation:** 100 points. Each student will select one alternate cognitive assessment to share with peers. Each presentation will involve a 10-15-minute description of the test (e.g., who it's for, how it's administered, scored, and interpreted, etc.). A 1-2 page "cheat sheet" on the selected test will be generated for and distributed to peers for both sections of this course.
5. **Final Written Exam:** 100 points. The format of the exam will include any of the following 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.

Grading

Project/Assignment	Point Value
Report 1 (Data Only) – WISC-V OR WAIS-IV	100 points
Report 2 & Video –WAIS-IV OR WISC-V	100 points
Laboratory Performance	200 points (100/assessment)

Quizzes (10/12 counted – lowest 2 scores dropped)	100 points
Assessment Presentation	100 points
Final Exam	100 points
TOTAL	700 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 (\leq 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 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).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

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.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

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.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the

student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

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. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week	Date	Topics	Readings Due (to be completed before class)	Course Tasks and Assignments Due
1	8/22	LECTURE: - Introductions - Overview of course syllabus and logistics/forms (e.g., Informed Consent) - Historical survey and theories of intelligence - Correlates of Intelligence - Foundations of testing validity and reliability - Operations of test design and development - Operations of scores, scales, norms, score linking, and cut scores LAB: N/A	AERA sections 1, 2, 4, & 5 S. ch. 7 & 8 Plomin & Deary (2015)	
2	8/29	*Quiz 1 LECTURE: - WISC-V description - WISC-V subtests LAB: - Demonstration of WISC-V administration by instructor - Practice WISC-V administration with classmates	S. ch. 9 & 10	Begin recruiting testing volunteers and complete consent forms

3	9/5	Labor Day Holiday (no class)- Independent work day		WISC-V subtest - Optional practice day on 9/6/22- email Dr. Padilla if interested
4	9/12	<p>*Quiz 2</p> <p>LECTURE:</p> <ul style="list-style-type: none"> - Review material from last lecture - Scoring and Interpretation of WISC-V - Educational testing and assessment <p>LAB:</p> <ul style="list-style-type: none"> - Practice WISC-V administration with classmates 	<p>S. ch. 11</p> <p>AERA section 12</p> <p>Canivez et al. (2016)</p>	**Report 1 Data Distributed**

5	9/19	<p>*Quiz 3</p> <p>LECTURE:</p> <ul style="list-style-type: none"> - Review material from previous lectures <p>LAB:</p> <ul style="list-style-type: none"> - Practice WISC-V administration with classmates 		
6	9/26	<p>Quiz #4</p> <p>LECTURE:</p> <ul style="list-style-type: none"> - Review material from previous lectures <p>LAB:</p> <ul style="list-style-type: none"> - WISC-V competency check outs - Practice WISC-V administration 		WISC-V subtest administration competency with instructor or TA
7	10/3	<p>Quiz #5</p> <p>LECTURE:</p> <ul style="list-style-type: none"> - Review material from last lecture - Discussion of administration and scoring issues - Introduction to the WAIS-IV - Administering, Scoring, and Interpreting the WAIS-IV - Strength and weaknesses of WAIS-IV 	L & K chaps 1-5& 9	<p>Return WISC-V kit to the library</p> <p>Check out WAIS IV test kit from CUH Library and</p>

		<p>LAB:</p> <ul style="list-style-type: none"> - Demonstration of WAIS-IV administration by instructor - Practice WAIS-IV administration with classmates 		begin reviewing in teams
8	10/10	<p>Quiz #6</p> <p>LECTURE:</p> <ul style="list-style-type: none"> - Clinical applications for use of the WAIS-IV in learning and disability assessments - Clinical applications of age and intelligence across the adult life span - WAIS-IV use with special groups, practice effects, and gender differences <p>LAB:</p> <ul style="list-style-type: none"> - Practice WISC-V or WAIS-IV administrations 	<p>L & K ch. 6-8</p> <p>Sudarshan et al. (2016)</p>	
9	10/17	<p>Quiz #7</p> <ul style="list-style-type: none"> - Review material from previous lectures <p>LAB:</p> <ul style="list-style-type: none"> - WISC-V competency check outs - Practice WAIS-IV administration 		WAIS-IV subtest administration competency with instructor or TA

10	10/24	<p>Quiz #8</p> <p>LECTURE:</p> <ul style="list-style-type: none"> - Supporting documentation for tests - Rights and responsibilities for test takers - Rights and responsibilities of test users - Role of the evaluator in the assessment process - Statistics and Psychometrics in Cognitive Assessment - Psychological Report Writing <p>LAB:</p> <ul style="list-style-type: none"> - Student presentations - Psychological report writing 	<p>AERA sections</p> <p>7-9 S. ch. 4, 6, & 18</p>	<u>Report 1 DUE</u>
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11	10/31	<p>Quiz #9</p> <p>LECTURE:</p> <ul style="list-style-type: none"> - Fairness in testing - Ethical, Legal and Professional Issues in Psychological Testing and Cognitive Assessment - Culturally and linguistically diverse children <p>LAB:</p> <ul style="list-style-type: none"> - Student presentations - Demonstration of alternate cognitive assessment measures - Practice alternate cognitive assessment measures with classmates 	<p>AERA section 3</p> <p>S. ch. 3 & 5</p> <p>Byrd et al. (2008)</p>	<p>Student presentations begin (4)</p>
12	11/7	<p>Quiz #10</p> <p>LECTURE:</p> <ul style="list-style-type: none"> - Educational testing and assessment (review) - Challenges when assessing children (process) - Challenges when assessing children (context) <p>LAB:</p> <ul style="list-style-type: none"> - Student presentations - Demonstration of achievement test - Practice achievement test with classmates 	<p>AERA section 12 (re-reference and review)</p> <p>S. ch. 1-2</p> <p>Jacobs & Liljequist (2019)</p>	<p>Continue student presentations (5)</p>
13	11/14	<p>Quiz #11</p> <p>LECTURE:</p> <ul style="list-style-type: none"> - Review previous material - Testing applications for psychological testing and assessment - Testing applications for workplace testing and credentialing <p>LABS:</p> <ul style="list-style-type: none"> - Psychological report writing 	<p>AERA sections 10- 11</p>	<p>Finish student presentations (5)</p>
14	11/21	<p>Quiz #12</p> <p>LECTURE:</p> <ul style="list-style-type: none"> - Clinical applications for use of the WAIS-IV in learning and disability assessments - Clinical applications of age and intelligence across the adult life span - WAIS-IV use with special groups, practice effects, and gender differences <p>LAB:</p> <ul style="list-style-type: none"> - Class time to work on report with 	<p>L & K ch. 6-8 (reference and review)</p> <p>Abad et al. (2016)</p>	<p>ALL Test Kits due back to the CUH Library</p>

		instructor and TA		
15	11/28	Review for final examination		**Report 2 & Video DUE** Course/ Instructor Evaluation
16	12/5	Final Examination		