

**UNIVERSIDAD DE PUERTO RICO
RECINTO UNIVERSITARIO DE MAYAGUEZ
DECANATO DE ASUNTOS ACADÉMICOS**

SOLICITUD PARA MODIFICACIONES A CURSOS REGISTRADOS

Unidad: Mayagüez		Colegio: Artes y Ciencias	
Departamento/Programa: Psicología			
Título del Curso: COGNITIVE ASSESSMENT		Codificación Alfanumérica: PSIC 6320	
INFORMACIÓN SOBRE CAMBIOS SOLICITADOS			
TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO	
☐ Código alfabético			
☐ Código numérico			
☐ Título en español			
☐ Título en inglés			
☐ Tipo de curso			
☐ Modalidad en que se ofrece			
☐ Ubicación de curso			
☐ Prerrequisitos			
☐ Correquisitos			
☐ Sistema de calificación			
☒ Horas de contacto	4 créditos/4 horas	3 créditos/3 horas contacto 1 crédito laboratorio/3 horas contacto	
☒ Descripción			
DESCRIPCIÓN EN ESPAÑOL ANTERIOR Desarrollo de conocimiento y destrezas básicas en la administración, corrección e interpretación de pruebas de inteligencia. Redacción de informes, desarrollo de intervenciones efectivas y comunicación de resultados a padres, maestros y otros profesionales. Énfasis en la teoría, la investigación y asuntos contemporáneos relacionados con la medición de la inteligencia, dando importancia a los asuntos éticos relacionados con la evaluación de la habilidad intelectual. Discusión y revisión de los criterios de elegibilidad para la provisión de servicios de educación especial. Análisis de las implicaciones del cambio de paradigma al modelo RTI y de la solución de problemas, la supervisión de progreso y la evaluación basada en currículo.		NUEVA DESCRIPCIÓN EN ESPAÑOL Desarrollo de conocimientos y habilidades básicas en la administración, corrección e interpretación de pruebas cognitivas. Redacción de informes, desarrollo de intervenciones efectivas y comunicación de resultados a familias, magisterio y otros profesionales. Énfasis en la práctica y temas contemporáneos relacionados con las medidas cognitivas, la integración visual-motora y las funciones ejecutivas. Discusión sobre asuntos éticos relacionados con la evaluación de habilidades cognitivas y la revisión de los criterios de elegibilidad para la prestación de servicios de educación especial. Análisis de la integración del informe de evaluación sobre las implicaciones del cambio de paradigma al modelo multinivel (MTSS).	
DESCRIPCIÓN EN INGLÉS ANTERIOR Development of basic skills in the administration, correction and interpretation of intelligence tests. Writing reports, development of effective		NUEVA DESCRIPCIÓN EN INGLÉS Development of basic knowledge and skills in the administration, scoring, and interpretation of cognitive tests. Report writing, development of	

interventions, and communicating the results to parents, teachers and other professionals. Emphasis on the theory, research, and contemporary topics related to the measurement of intelligence, with attention to topics related to ethics and the evaluation of the intellectual ability. Discussion and review of the eligibility criteria for providing special educational services. Analysis of the implications of changing the paradigm to the RTI model and solutions to problems, supervised progress and evaluation based on the curriculum.	effective interventions, and communication of results to families, teachers, and other professionals. Emphasis on practice and contemporary issues related to the cognitive measures, visual-motor integration and executive functions. Discussion of ethical issues related to the assessment of cognitive ability and review of eligibility criteria for the provision of special education services. Analysis of the integration of the report on the implications of the paradigm shift to the multilevel model (MTSS).
Justificación de los cambios: Cambio de horas contacto: Se dividen los cuatro créditos originales en tres créditos de teoría (3 horas contacto) y un crédito de laboratorio (tres horas contacto) para aumentar el tiempo de adiestramiento en administración, corrección e interpretación de las pruebas cognitivas. Cambio en descripción: Se alineó la descripción al contenido del curso.	
Fecha de efectividad de los cambios: TAN PRONTO SEA APROBADO	

APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL DEPARTAMENTO	NOMBRE Y FIRMA	FECHA
Director de Departamento		
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA FACULTAD	NOMBRE Y FIRMA	FECHA
Decano de la Facultad		
APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL DECANATO DE ASUNTOS ACADÉMICOS	NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos		



University of Puerto Rico
Mayagüez Campus
College of Arts and Science
Department of Psychology
School Psychology Graduate Program



TEMPLATE FOR A IN-PERSON COURSE SYLLABUS

COURSE SYLLABUS

GENERAL INFORMATION:

COURSE TITLE:	COGNITIVE ASSESSMENT
ALPHANUMERIC CODIFICATION:	PSIC 6320
CONTACT HOURS / CREDITS	3 hours of lecture per week (3 credits) 3 hours of Lab per week (1 credit)
PREREQUISITES, COREQUISITES AND OTHER REQUIREMENTS:	PREREQUISITES: PSIC 6037 Evaluation and Measurement

COURSE DESCRIPTION:

ENGLISH: Development of basic knowledge and skills in the administration, scoring, and interpretation of cognitive tests. Report writing, development of effective interventions, and communication of results to families, teachers, and other professionals. Emphasis on practice and contemporary issues related to the cognitive measures, visual-motor integration and executive functions. Discussion of ethical issues related to the assessment of cognitive ability and review of eligibility criteria for the provision of special education services. Analysis of the integration of the assessment report on the implications of the paradigm shift to the multilevel model (MTSS).

SPANISH: Desarrollo de conocimientos y habilidades básicas en la administración, corrección e interpretación de pruebas cognitivas. Redacción de informes, desarrollo de intervenciones efectivas y comunicación de resultados a familias, magisterio y otros profesionales. Énfasis en la práctica y temas contemporáneos relacionadas con las medidas cognitivas, la integración visual-motora y las funciones ejecutivas. Discusión sobre asuntos éticos relacionados con la evaluación de habilidades cognitivas y la revisión de los criterios de elegibilidad para la prestación de servicios de educación especial. Análisis de la integración del informe de evaluación sobre las implicaciones del cambio de paradigma al modelo multinivel (MTSS).

LEARNING OBJECTIVES:

By the end of the course, students will:

1. Develop competencies in the administration, scoring and interpretation of the major cognitive instruments.

2. Explain the psychometric properties of cognitive assessment instruments.
3. Select tests based on referral questions.
4. Apply the scientific problem-solving model to the analysis of referrals and test selection.
5. Integrate qualitative and quantitative information in the interpretation of performance.
6. Identify cognitive strengths and weaknesses and formulate recommendations based on findings.
7. Analyze eligibility criteria for special education services within a multi-tiered framework (MTSS).
8. Recognize and apply ethical principles in the use of cognitive tests.

By the end of the laboratory, students will:

1. Competently and reliably administer and score cognitive assessment instruments appropriate for the population of Puerto Rico.
2. Demonstrate observational skills during the assessment process and integrate these observations with test results.
3. Write psychological reports that incorporate clinical interview, developmental history, behavioral observations, test results, and their interpretation.
4. Communicate assessment results in a professional and meaningful manner, both orally and in writing.
5. Develop recommendations and interventions based on assessment results.
6. Apply ethical practices in the administration, interpretation, and communication of assessment results.

SUGGESTED TEXTBOOK:

Course:

Flanagan, D. P. & McDonough, E. M (2018). *Contemporary intellectual assessment: Theories, tests and issues (4TH Ed)*. New York: Guilford Press.

Lab:

Sattler, J. (2024). *Assessment of Children: Cognitive Foundations and Applications* (7th. ed.). Jerome M. Sattler, Publisher, Inc.

COURSE OUTLINE AND TIME DISTRIBUTION:

Conference Topic	Time Distribution (Hours)
I. Defining intelligence, history, and controversies	2
II. Theories of intelligence, contemporary and emerging theoretical perspectives	3
III. Wechsler Intelligence Scale for Children V - Spanish (WISC-V, Spanish)	9
First partial test	2
IV. Cognitive Assessment System (CAS), Español	9

V. Viso-motor integration: Bender Gestalt-2, Berry VMI	3
VI. Executive Functions: CEFI, BRIEF	2
VII. Cross Battery	2
VIII. Report writing, integration of results, and recommendations a. Multilevel model (MTSS)	3
IX. Ethical and legal issues: Ley IDEA, Sec 504, Ley FERPA, Ley ADA	2
X. Second partial test	2
XI. Other cognitive assessment tests: WPPSI, Wechsler Non-Verbal, EIWA-III, Bateria IV, K-ABC	6
Total hour	45

Lab (Practice)	Time Distribution (Hours)
I. File management and organization a. School settings b. Clinical settings	2
II. Family and school personnel interviews a. Inform consent b. Referral questions c. Relevant history interview d. Relevant history draft e. Observations draft	6
III. Wechsler Intelligence Scale for Children a. Administration b. Scoring c. Interpretation d. Results draft	9
IV. Cognitive Assessment System (CAS), Español a. Administration b. Scoring c. Interpretation d. Results draft	9
V. Viso-motor integration: (e.g. Bender Gestalt-2, Berry VMI) a. Administration b. Scoring c. Interpretation d. Results draft	4
V. Executive Function a. Scoring b. Interpretation c. Results draft	3

VI. Report writing a. Results integration	6
VII. School and clinical recommendations	3
VIII. Results discussion a. Families and school personnel communication	3
Total hour	45

INSTRUCTIONAL STRATEGIES:

Some of the following may be used:

☒ Lectures	☒ Project Based Learning
☒ Discussion	☒ Seminars or Workshops
☐ Cooperative Learning	☐ Problem Based Learning (PBL)
☒ Case Studies	☐ Flipped Classroom
☐ Lectures with Guest Speakers	

MINIMUM OR REQUIRED RESOURCES AVAILABLE:

RESOURCE	IN-PERSON
Classroom or laboratory	Institution
Account in the institutional learning management platform (e.g. Moodle or Blackboard)	Institution
Institutional email account	Institution
Computer with high-speed internet access or mobile device with data service	Student
Programs or applications: word processor, spreadsheets, presentation editor	Student
Webcam or mobile with camera and microphone	Student
Integrated or external speakers	Student
Whiteboard	Institution
Digital projector	Institution

SUGGESTED ASSESSMENT TECHNIQUES: Include a list of available assessment techniques according to the course department. You may delete those that you will not use in the course and add/modify any that are not listed. (Examples of assessment techniques)

Suggested Assessment Technique	Relative Weight
☒ Exams	15%
☒ Assignments	15%
☐ Short quizzes	
☒ Laboratory	30%
☒ Oral presentations	5%
☒ Written reports	15%
☐ Projects (team or individual)	
☒ Portfolio	10%
☒ Peer evaluation	5%
☐ Critical thinking assignments	
☒ Informed participation in class	
☒ Attendance	5%
☐ Other (Explain)	
Total:	100%

Standard scale: 90 to 100 A; 80 < 90 B; 70 < 80 C; 60 < 70 D; < 60 F

Professors must include in their syllabi the evaluation techniques used and indicate for each of them the percentage that will be assigned. It is also important that the scale used for the final distribution of the course grades be included.

REASONABLE MODIFICATION (REASONABLE ACCOMMODATION):

The University of Puerto Rico (UPR) acknowledges the right of students with disabilities to an inclusive, equitable, and comparable post-secondary education. In accordance with its policy toward students with disabilities, based on federal and state legislation, every qualified student with disabilities is entitled to equal participation in those services, programs, and activities that are physically, mentally or sensorially natured and have thus substantially affected one or more major life activities, such as their area of post-secondary studies. They have the right to receive reasonable accommodation or modifications. If you require accommodation or reasonable modification in the course, you must inform the professor without the need to disclose your condition or diagnosis. Simultaneously, you should promptly request the Office of Services for Students with Disabilities (OSEI) of the unit or campus for your need for modification or reasonable accommodation.

The University of Puerto Rico at Mayagüez (RUM) recognizes that each student has an inherited right to request reasonable accommodation according to Law 51: Law for Integral Educational Services for People with Disabilities. Every student has the right to receive reasonable accommodation if he/she presents the necessary evidence to be evaluated by the Office of Services to Students with Disabilities (OSEI-RUM), and the related information can be found at the following link: <https://www.uprm.edu/cms/index.php/page/85>. If your case is approved by OSEI-RUM, you will receive reasonable accommodation in your courses and evaluation, and you must contact each professor for course registered. For additional information contact OSEI-

RUM at the Office of the Dean of Students, DE 12, via telephone 787-832-4040 extensions 6734 or 6735, email: oseirum@uprm.edu, at the virtual office: <https://meet.google.com/yvd-nrqo-mor>, or join by telephone: (US)+1 475-558-0169 PIN: 814 895 818#.

ACADEMIC INTEGRITY:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Section 6.2 of the UPR General Student Regulations (Certification No.13, 2009-2010, Board of Trustees) provides that academic dishonesty includes, but is not limited to: “fraudulent actions, obtaining grades or academic degrees by false or fraudulent simulations, copying all or part of another’s academic work, copying all or part of another’s answer to questions on an examination, taking or having another take any oral or written test or examination on behalf of another, and aiding or facilitating another person to engaging such conduct.” Any of these actions will be subject to disciplinary sanctions in accordance with the disciplinary procedure provided in the UPR General Student Regulations in force. To ensure the integrity and security of user data, all hybrid, distance-learning and online courses shall be offered through the institutional learning management platform or through tools required by the course, which uses secure connection and authentication protocols. The system authenticates the user identity using the username and password assigned through the student institutional account. The user is responsible for keeping secure, protecting, and not sharing their password with others.

POLICY AND PROCEDURES FOR MANAGING SEX AND GENDER-BASED DISCRIMINATION AT THE UNIVERSITY OF PUERTO RICO:

The Policy and procedures for managing Sex and Gender-Based Discrimination at the University of Puerto Rico, Certification No. 107 (2021-2022) of the Governing Board, certifies that the University of Puerto Rico, as an institution of higher learning and a workplace, safeguards the rights and offers a safe space for those who interact therein, whether they be students, employees, contractors, or visitors. It seeks to promote an environment that respects diversity and the rights of the university community. This policy provides a protocol for handling situations related to the following prohibited conduct in the workplace or in the academic setting: discrimination based on sex, gender, pregnancy, sexual harassment, sexual violence, domestic violence, dating, violence, and stalking.

CONTINGENCY PLAN IN CASE OF AN EMERGENCY OR INTERRUPTION OF CLASSES

In the event of an emergency or interruption of classes, the professor will contact the students through the institutional email or other available means to coordinate the continuity of the course.

The contingency plan must preserve the modality in which the course was created and programmed in the course offering.

Certification 23-29 of the Academic Senate establishes that an In-Person course may have up to 25% of the hours at a distance and if necessary, this option may be used.

GRADING SYSTEM

☒ Quantifiable (letters, A, B, C, D, F) ☐ Not Quantifiable (Pass, Fail)
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BIBLIOGRAPHY:

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American Psychological Association. (2020). *Education and training guidelines for psychological assessment in health service psychology*. <https://www.apa.org/education-career/grad/guidelines-psychological-assessment.pdf>

American Psychological Association. (2020). *Guidelines for psychological assessment and evaluation*. <https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf>

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development. *Frontiers in Psychology*, 15, Article 1494261.

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