

PSYC*6010, Course Outline: Winter 2020

General Information

Course Title: Integrated CCAP Assessment

Course Description: This course takes an empirically guided approach to the process of psychological assessment to examine the cognitive and academic components of integrated cognitive assessment with children and adolescents. The course examines the theoretical and applied aspects of assessing the cognitive processes associated with a range of neurodevelopmental disorders that have important implications for learning. These include: Specific Learning Disorders; Intellectual Disability; Attention Deficit-Hyperactivity Disorder; Autistic Spectrum Disorder; and Fetal Alcohol Spectrum Disorder.

Credit Weight: 0.50

Academic Department (or campus): Psychology

Semester Offering: Winter 2020

Class Schedule and Location: Mondays 2:30 pm - 5:20 pm. ROZH, 108

Instructor Information

Instructor Name: Arlene Young

Instructor Email: ayoung09@uoguelph.ca

Office location and office hours: MacKinnon Extension #3023 (Office hours by appointment only).

GTA Information

GTA Name: Sandy Erb

GTA Email: serb@uoguelph.ca

GTA office location and office hours: TBA

GTA Name: Therese Kenny

GTA Email: kennyt@uoguelph.ca

GTA office location and office hours: TBA

Course Content

Specific Learning Outcomes:

After completing this course, students should be able to:

1. Demonstrate appreciation for a broad range of theoretical approaches to understanding a variety of neurodevelopmental disorders.
2. Demonstrate and apply knowledge of psychological assessment to evaluate, administer, and interpret assessment instruments.
3. Demonstrate knowledge and critical consideration regarding a wide range of diversity-related issues relevant to psychological assessment, (e.g., age, gender, ethnicity, disability, culture, etc.).
4. Demonstrate the ability to apply and integrate theory and empirical findings in order to plan psychological assessments.
5. Learn, articulate, and demonstrate application of ethical principles and professional practice standards related to psychological assessment.
6. Demonstrate understanding of social-emotional and behavioural correlates of children with learning difficulties through written reports and class discussions of case studies.
7. Show knowledge of appropriately and empirically supported recommendations for children and youth experiencing learning disorders and other psychological challenges.
8. Demonstrate skills in professionalism, including punctuality, participation, critical thinking, problem-solving, conflict resolution, feedback, and communication, with peers, course instructor, and guest lecturers.
9. Write a mock integrated psychological assessment report based on provided test results and background information. The report will summarize cognitive, academic, and behavioural assessment results and include an integrated case conceptualization and recommendations.
10. Present on a psychological measures demonstrating knowledge of the nature and purpose of the measures, populations for administration, psychometric properties, administrative considerations, and a review of its strengths and weaknesses. The presentation includes a demonstration of administration of the measure and a brief, written summary of the review for distribution to the class.

CCAP Competency and facets	Level	Specific LOs
<p>Professionalism & Interpersonal Relationships</p> <ul style="list-style-type: none"> 2. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits) 3. Demonstrates knowledge of others, including the macro- (e.g., work, national norms, etc.) and micro-environments (e.g., personal differences, family, culture, gender differences, etc.) in which people function 4. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one's competence) 5. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary) 6. Establishes and maintains professional relationships with clients from all populations served and appropriate interdisciplinary relationships with colleagues and learners 7. Engages in reflective practice and adjusts personal approach, as needed, in professional contexts (e.g., self-care, communicating with colleagues, seeking supervision or feedback) 	<p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p>	<p>3</p> <p>1, 3, 10</p> <p>5, 8</p> <p>2, 4, 9, 10</p> <p>3, 5, 8</p> <p>5, 8</p>
<p>Assessment & Evaluation</p> <ul style="list-style-type: none"> 1. Demonstrates knowledge of human populations served and human development 3. Demonstrates knowledge of and selects appropriate psychological assessment methods, based on psychometric properties and evidence base, across referral and practice areas (e.g., cognitive, personality, diagnostic, strengths) 4. Appropriately applies assessment methods (standardized measures and clinical interviewing), consistent with case formulation, and scores and interprets assessment data 6. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths 7. Demonstrates skill in effective written and verbal communication (e.g., results from assessment, diagnostic feedback) 8. Demonstrates skill in developing recommendations and action plan based on assessment findings 	<p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p>	<p>1, 3, 6</p> <p>2, 4, 10</p> <p>2, 8, 9</p> <p>1, 3, 6, 9</p> <p>6, 9, 10</p> <p>2, 7, 8, 9</p>
<p>Intervention & consultation</p> <ul style="list-style-type: none"> 2. Demonstrates knowledge of the relation between assessment and intervention 	<p>Basic</p>	<p>2, 7, 9</p>

Lecture Content:

The course focuses on both theoretical and empirically informed clinical practice in integrated cognitive assessment of children and adolescents. Cognitive processes associated with neurodevelopmental disorders that have important implications for learning will be highlighted throughout the course. Course content includes assessment measures, techniques, and interpretation of assessment results. You will also learn to critically evaluate and select recommendations based on the assessment findings and to communicate assessment results in both oral and written form.

The class format is a combination of short lectures, student presentations, discussions, and active learning exercises (case studies, group activities, etc.). Readings will be assigned to provide the background needed to understand the lectures and to participate in the discussions. Attendance and active participation is expected and there will be a variety of group-based and individual activities in class.

A detailed version of the class schedule is provided below. Please review this table in conjunction with assignment descriptions and course assignment deadlines. We will meet weekly throughout the term during scheduled class times. It is your responsibility to ensure adherence to the course schedule and submission of required assignments are made on time.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Class and applied activity Participation	Throughout the term – (note: WIAT video administration scoring = 10%)	20% total - 1 st half (10% Test demo + 5% participation) to be given by Feb 15th (via email) - 2 nd half (5%) to be given at the end of the course	1-8
Test review (presentation & handout for class)	March 2	15% (10% for review and 5% for written handout)	2, 3, 10
Achievement test comparison analysis	March 16	15%	2, 3, 10
Assessment report – draft 1	Jan 27th	15%	3-7
Assessment report – draft 2	Feb 24th	20%	3-7

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Assessment report Draft 3	March 30	15%	3-9

Class Schedule*

Class Date	Topic
Jan 6	Introduction, extending cognitive assessment - ID
Jan 13	Assessment of Academic Achievement – SLD intro
Jan 20	WIAT-3 Scoring Workshop
Jan 27	SLD reading– Report 1 due
Feb 3	Language skills – assessment of SLD in written expression
Feb 10	SLD continued – Math – assessment and recommendations achievement test comparison due
Feb 17	Winter Break – no class
Feb 24	Prep test review – 2nd draft of report due
March 2	Test review presentation
March 9	Executive Functions – assessment & associations - ADHD
March 16	Assessment of learning and memory - recommendations –
March 23	Integrating social-emotional assessment final report due
March 30	Assessment of neurocognitive disorders (e.g., ASD, FASD) Course wrap-up

*Please understand that topics and dates may need to be altered to accommodate for student interest and discussion. A schedule of readings will be given out during the first class meeting.

Course Resources

A complete schedule of readings will be made available during the first day of class.

Course Policies

Grading Policies

The following table summarizes due dates, manner of submission, and late penalties for the written submissions.

Assignment	Due Date	Manner of Submission	Late Penalty
Assessment report – first draft	January 27th	Email to Instructor and TA	- 3 points immediately. 3 additional points taken off for each day of lateness.

Assignment	Due Date	Manner of Submission	Late Penalty
Assessment report – second draft	Feb 24th	Email to instructor and TA	- 3 points immediately. 3 additional points taken off for each day of lateness.
Assessment report Final version	March 23rd	Email to instructor and TA	- 3 points immediately. 3 additional points taken off for each day of lateness.
Test review	March 2nd	Delivered to class – handout provided to class and instructor	- 3 points immediately. 3 additional points taken off for each day of lateness.
Achievement test comparison	Feb 10th	Email to instructor and TA	- 3 points immediately. 3 additional points taken off for each day of lateness.

Your Role and Responsibilities:

Be an engaged learner. Complete the reading assignments and come prepared for class. Speak up! Offer your opinion. Active discussion and learning from each other are very important for this class. I encourage healthy debate in our discussions but you must also be respectful of other members of the class. Contribute meaningfully in your group work and support fellow group members in their efforts. Put thought and effort into your course work. Be on time for class. [University of Guelph's Statement of Students' Rights and Responsibilities](https://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/geninfo-por-preamble.shtml) in the Graduate Calendar. <https://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/geninfo-por-preamble.shtml>

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration: [Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of

detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is April 03, 2020 . For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). Instructors must still [provide meaningful and constructive feedback to students prior to the 40th class](#) day. [Current Graduate Calendar](#)