

# **PSYC\*6010, Course Outline: Winter 2021**

## **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:** Thursday: 11:30am - 2:20pm, AD-S (Alternative Delivery Synchronous)

## **Instructor Information**

Instructor Name: Arlene Young

Instructor Email: ayoung09@uoguelph.ca

Office location and office hours: Virtual office hours by appointment.

## **GTA Information**

GTA Name: Therese Kenny

GTA Email: kennyt@uoguelph.ca

## **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 social-emotional and/or behavioural assessment results and include an integrated case conceptualization and recommendations.
10. Present on a psychological measure demonstrating knowledge of the nature and purpose of the measure, populations for administration, psychometric properties, administrative considerations, and a review of its strengths and weaknesses.

CCAP Competency and facets	Level	Specific LOs
<p>Professionalism &amp; Interpersonal Relationships</p> <ol style="list-style-type: none"> <li>2. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits)</li> <li>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</li> <li>4. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one's competence)</li> <li>5. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary)</li> <li>6. Establishes and maintains professional relationships with clients from all populations served and appropriate interdisciplinary relationships with colleagues and learners</li> <li>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)</li> </ol>	<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>

CCAP Competency and facets	Level	Specific LOs
<b>Assessment &amp; Evaluation</b> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge of human populations served and human development</li> <li>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)</li> <li>4. Appropriately applies assessment methods (standardized measures and clinical interviewing), consistent with case formulation, and scores and interprets assessment data</li> <li>6. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths</li> <li>7. Demonstrates skill in effective written and verbal communication (e.g., results from assessment, diagnostic feedback)</li> <li>8. Demonstrates skill in developing recommendations and action plan based on assessment findings</li> </ol>	<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>
<b>Intervention &amp; consultation</b> <ol style="list-style-type: none"> <li>2. Demonstrates knowledge of the relation between assessment and intervention</li> </ol>	<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 (includes Case Presentation contributions)	Throughout the term	30% total <ul style="list-style-type: none"> <li>• 15% Feb 18th</li> <li>• 15% April 8th</li> </ul>	1-8
Achievement test comparison analysis – <i>Individual project</i>	Feb 11	15%	2, 3, 10
Test review (presentation & handout for class) – <i>Pairs project</i>	March 18	20% (15% for review and 5% for written handout)	2, 3, 10
Mock Integrated Assessment Report - Draft to TA - Final Submission Individual Project	Feb 22 April 1	35% Total <ul style="list-style-type: none"> <li>• 15%</li> <li>• 20%</li> </ul>	3-7

Class Schedule\*

Class Date	Topic
Jan 14	Introduction, extending cognitive assessment – Case Review #1 introduced
Jan 21	<b>Case #1 presentation</b> , Assessment of Academic Achievement –, Introduction to Specific Learning Disability, Case #2 Introduced
Jan 28	Achievement test administration and interpretation workshop – Introduction of case material for assessment report
Feb 4	<b>Case #2 Presentation</b> , Processes associated with SLD in specific areas (reading, writing, math) Assessment of learning and memory
Feb 11	integrating achievement and cognitive results in report writing workshop, Introducing Case#3, Assign test reviews, <b>achievement test comparison due</b>
Feb 18	Winter Break – no class
Feb 22	Assessing Social-emotional and behavioural functioning, <b>Report Draft #1 due</b>
March 4	<b>Presentation of Case #3</b> ; Case #4 Introduction: Prep test review
March 11	Workshop – integrating social-emotional functioning with cognitive and achievement test results – case conceptualization and report writing;
March 18	Test review presentations
March 25	<b>Case #4 presentation</b> ; Making recommendations and giving feedback
April 1	Assessment of neurocognitive disorders (e.g., ASD, FASD) final report due
April 8	Diversity considerations and best practice, 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**

**Suggested and required readings will be made available before each class.**

## **Course Policies**

### **Grading Policies**

All assignments are expected to be completed by the assigned deadline dates. Given these exceptional times, I recognize that an extension may be needed during the term. Everyone will be allowed a one-time, 48-hour extension if needed for any reason (you don't need to provide the reason but please do notify me via email if you are in need of an extension). I will not request medical documentation and do not require you to disclose personal information regarding your health or personal concerns. If you would like to divulge such information so that I can be helpful to you, please know that I am happy to help and problem solve with you. Aside from the one-time extension available to all, a 10% per day deduction will be applied for late submissions during the course. Please note that these policies are binding unless academic consideration is given to an individual student.

### **Couse Policy on Group Work**

Group work is an important component of this course. As such, it is important for you to work together cooperatively and to support each other in the acquisition of new learning and skill development. If conflict arises in your group work, please proactively work to identify the difficulties, discuss them with the individuals involved and attempt a solution. If this process is not successful in resolving the difficulty, please approach the course TA or myself for support. Conflict resolution and working effectively with colleagues is an important skill for psychologists and a valued aspect of your role as a learner.

### **Student Rights and Responsibilities when Learning Online**

*Privacy Rights.* Lectures held via Zoom may be recorded for the purpose of teaching and evaluation. As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor

### **Course Policy on recording of lecture materials:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor. Similarly, any material created by the course instructor is intended for those enrolled in this course solely. Under no circumstances are you allowed to disseminate course materials to external parties.

### *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](#) in the Graduate Calendar:

[www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/geninfo-srr.shtml](http://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/geninfo-srr.shtml)

### **University Policies**

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**Disclaimer:** Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

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### **Illness**

**The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.**

### **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](mailto: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 12, 2021. For regulations and procedures for Dropping Courses, see the [Current Graduate Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.