

PSYC*6010, Course Outline: Winter 2022

General Information

DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. **This course is offered using the Face-to-Face format.** The course has a set day, time, and location of class.

Course Title: Integrated CCAP Assessment

Course Description:

This course takes an empirically guided approach to the process of psychological assessment to examine the cognitive, academic, and socio-emotional components of assessment with children and adolescents. Learners are encouraged to think critically through all topics, assignments, and materials, and to begin developing professional skills and competencies required for practice as a clinical psychologist. By the end of this course, students will be prepared to conduct, under supervision, a comprehensive and integrative psychological assessment addressing questions related to learning, behaviour, and socio-emotional functioning.

Credit Weight: 0.50

Academic Department (or campus): Psychology

Semester Offering: Winter 2022

Class Schedule and Location: Thursday 11:30 to 2:20 pm, Maplewoods Centre 233

(Note: Class will be held via Zoom until the University reopens to in-person teaching)

Instructor Information

Instructor Name: Elissa Newby-Clark, Ph.D., C. Psych.

Instructor Email: enewbycl@uoguelph.ca

Office location and office hours: Maplewoods Centre 227. Virtual office hours by appointment

GTA Information

GTA Name: Katelyn Mullally

GTA Email: kmullall@uoguelph.ca

GTA office location and office hours: Virtual office hours by appointment

Course Content

Specific Learning Outcomes:

After completing this course, students should be able to:

1. Demonstrate and apply knowledge of psychological assessment to evaluate, administer, and interpret assessment instruments.
2. 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.).
3. Demonstrate the ability to apply and integrate theory and empirical findings in order to plan psychological assessments.
4. Learn, articulate, and demonstrate application of ethical principles and professional practice standards related to psychological assessment.
5. Demonstrate understanding of cognitive, social-emotional, and behavioural correlates of children with learning difficulties through written reports and class discussions of case studies.
6. Show knowledge of appropriately and empirically supported recommendations for children and youth experiencing various psychological challenges.
7. Demonstrate skills in professionalism, including punctuality, participation, critical thinking, problem-solving, conflict resolution, feedback, and communication, with peers, course instructor, and guest lecturers.
8. Write two mock integrated psychological assessment reports based on provided test results and background information. The reports will summarize cognitive, academic, and social-emotional and/or behavioural assessment results and include an integrated case conceptualization and recommendations.
9. Inform peers by leading a case presentation about psychological assessment strategies focused on a specific disorder or area of psychological difficulty, including test measures available, other sources of information, case formulation, communication of findings and evidence-based recommendations.

CCAP Competency and facets	Level	Specific LOs
Professionalism & Interpersonal Relationships 2. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits)	Basic	3

CCAP Competency and facets	Level	Specific LOs
<p>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</p> <p>4. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one's competence)</p> <p>5. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary)</p> <p>6. Establishes and maintains professional relationships with clients from all populations served and appropriate interdisciplinary relationships with colleagues and learners</p> <p>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	1, 3, 10 5, 8 2, 4, 9, 10 3, 5, 8 5, 8
Assessment & Evaluation <p>1. Demonstrates knowledge of human populations served and human development</p> <p>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)</p> <p>4. Appropriately applies assessment methods (standardized measures and clinical interviewing), consistent with case formulation, and scores and interprets assessment data</p> <p>6. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths</p> <p>7. Demonstrates skill in effective written and verbal communication (e.g., results from assessment, diagnostic feedback)</p> <p>8. Demonstrates skill in developing recommendations and action plan based on assessment findings</p>	Basic Basic Basic Basic Basic Basic Basic Basic	1, 3, 6 2, 4, 10 2, 8, 9 1, 3, 6, 9 6, 9, 10 2, 7, 8, 9

CCAP Competency and facets	Level	Specific LOs
Intervention & consultation 2. Demonstrates knowledge of the relation between assessment and intervention	Basic	2, 7, 9

Lecture Content:

The course focuses on both theoretical and empirically informed clinical practice in integrated cognitive assessment of children and adolescents. Cognitive processes, socio-emotional, and behavioural correlates 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-led case 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 completed in class.

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
Participation (Includes 3 reflection papers and participation in class discussions) <i>Individual project</i>	Reflection papers due end of day (11:59 pm): Jan 19 (end week 1) Mar 2 (end week 6) Apr 6 (end week 11) Class participation takes place throughout	20 % total (10% Reflection Papers; 10% Class Participation)	1-9
Mock Report #1 (Cognitive and Achievement) <i>Individual project</i>	#1 due end of day Feb 16 (end week 6)	25% each	1, 2, 5, 6, 7, 8

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Mock Report #2 (Full Assessment) <i>Individual project</i>	#2 due end of day Weds April 6 (end week 11)		
Student-led case presentations <i>Group Presentation (in pairs)</i>	Weeks 9, 10, and 11 in class as agreed upon with instructor	30%	1-9

Class Schedule*

Week	Topic
One: Jan 13	Course welcome, introductions, extending cognitive assessment Reminder: Reflection Paper #1 due before next class (11:59 pm Weds Jan 19)
Two: Jan 20	Getting started on an assessment: identifying the referral question, developing an assessment plan
Three: Jan 27	Assessment of Learning Disabilities: Assessment of academic achievement (focus on math)
Four: Feb 3	Assessment of Learning Disabilities (cont'd): Assessment of reading and related processes
Five: Feb 10	Assessment of other cognitive processes related to learning (memory, attention, executive functioning): Guest Lecturer: Dr. Arlene Young Reminder: Report #1 due before next class (11:59 pm Weds Feb 16)
Six: Feb 17	Assessment of Intellectual Disabilities; Adaptive functioning Reminder: Reflection Paper #2 due before next class (11:59 pm Weds March 2)
Feb 24	Winter Break No class
Seven: March 3	Assessment of Behaviour, Socio-Emotional Functioning and Personality
Eight: March 10	Communicating Results and Recommendations
Nine: March 17	Student Presentations
Ten: March 24	Student Presentations
Eleven: March 31	Student Presentations Reminder: Report #2 and final Reflection Paper due before next class (11:59 pm Weds April 6)
Twelve: April 7	Course Wrap Up

*Please understand that topics and dates may need to be altered to accommodate student interest and discussion.

Course Resources

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

Course Policies

Grading Policies

All assignments must be completed on time by the assigned deadline. That said, we continue to live in COVID-times and we can expect the unexpected this semester. Everyone will be allowed a one-time '48-hour extension for no reason and any reason' during the course. Simply send me an email indicating that you would like to use your extension. Otherwise, a 10% per day deduction will be applied for late submissions. These are unusual times and I understand that you may experience unanticipated difficulties for a variety of reasons. If this happens, please absolutely reach out to me early and share as you feel comfortable. I do not need you to divulge personal health or other concerns unless doing so would be helpful for you. In this case, I will be happy to try and help. Otherwise, it is sufficient to indicate that you are experiencing difficulties that require consideration, therefore allowing us to collaboratively problem-solve and support your success in the course.

Course 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.

Course Policy regarding use of electronic devices and recording of lectures:

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

University Policies

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the [COVID-19 website](https://news.uoguelph.ca/2019-novel-coronavirus-information/) (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

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](#):

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

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](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: March. 28th – April 08th. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Counselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is April 08, 2022. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic 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.

[Current Graduate Calendar](#)