

PSYC*6690, Course Outline: Fall 2025

General Information

Some courses are offered virtually and some face to face. This course is offered using the Face-to-Face format. The course has set day, time, and location of class.

Course Title: Cognitive Assessment of Children and Adolescents

Course Description:

This course will provide learners with a foundational introduction to psychological assessment in children and adolescents with a focus on cognitive assessment. The course includes consideration of standards, ethics, uses, and interpretations of selected intelligence and cognitive measures with consideration for diverse populations and individual difference factors. Learners will consider ethical considerations in the application of psychological assessment and use of psychometric measures in cognitive assessment, the history and theory of intelligence testing in psychology, scoring and interpreting standardized cognitive measures, and understanding psychometric principles behind test development and the properties of various cognitive assessment measures. The purpose of this course is to introduce students to the foundations of psychological assessment with a focus on cognition, to teach the skills of individual cognitive assessment of children and adolescents, and, to develop professional skills related to the practice of psychology individually and in teams. 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.

Credit Weight: 0.50

Academic Department: Psychology

Semester Offering: Fall 2025

Class Schedule and Location: Thursdays: 11:30am – 2:30pm, Maplewoods Classroom Rm 233

Instructor Information

Instructor Name: Margaret Lumley

Instructor Email: mlumley@uoguelph.ca

Office location and office hours: By appointment.

GTA Information

GTA Name: Chelsea Reaume

GTA Email: creaume@uoguelph.ca

GTA office location and office hours: By appointment

Course Content

Specific Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. Demonstrate knowledge of psychological assessment with a focus on cognitive and intelligence testing in children and adolescents.
2. Delineate major theoretical perspectives and history of cognitive and intellectual assessment in psychology.
3. Apply knowledge of equity and diversity-related issues relevant from both historical and contemporary practice perspectives in psychological assessment with a focus on cognitive/intellectual assessment.
4. Apply knowledge of ethical principles and professional practice standards related to psychological assessment in case problems and practical skill development.
5. Identify and delineate psychometric considerations relevant to the development, standardization, and selection of psychological measures with a focus on cognition and intelligence in children and adolescents.
6. Demonstrate knowledge and skills in administration of the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V), accurate scoring of the WISC-V, and developing skill in interpreting findings from the WISC-V.
7. Write a mock psychological assessment report synthesizing presenting concerns/case history; behavioural observations; test interpretation (WISC-V), case conceptualization, and recommendations.
8. Synthesize knowledge of psychological measurement and cognitive assessment through a test review presentation, demonstrating knowledge of the nature and purpose of the tool, psychometric properties, intended populations for administration, strengths and limitations of the measure, and practical selection and administration issues (e.g., cost, time, format, etc.).
9. Demonstrate skills in professionalism relevant to the practice of clinical psychology, through the completion of assigned group problems and all interactions with fellow learners, teaching assistant, course instructor, and Maplewoods staff and faculty, including communication, collaboration, punctuality, participation, critical thinking, problem-solving, proactive conflict resolution, and communication.

CCAP Competency & Facets	Level	Specific LOs
Professionalism & Interpersonal Relationships		
2. 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.	Basic	3, 4, 5, 7, 9,
3. Engages in a professional level and style of conduct and deportment (e.g., organization, timeliness, dress and hygiene, practicing within one's competence).	Basic	10
	Basic	4, 10

4. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary).		
5. Establishes and maintains professional relationships with clients from all populations served and appropriate interdisciplinary relationships with colleagues and learners.	Basic	3, 10
6. Engages in reflective practice and adjusts personal approach, as needed, in professional contexts (e.g., self-care, communicating with colleagues, seeking supervision or feedback).	Basic	3, 10
Assessment & Evaluation		
1. Demonstrates knowledge of human populations served and human development.	Basic	3-5, 7, 8
2. Demonstrates skill in formulating appropriate referral questions.	Basic	7, 8
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).	Basic	1, 3, 5, 9
4. Appropriately applies assessment methods (standardized measures and clinical interviewing), consistent with case formulation, and scores and interprets assessment data.	Basic	5, 7, 9
6. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths.	Basic	3, 7, 8
7. Demonstrates skill in effective written and verbal communication (e.g., results from assessment, diagnostic feedback).	Basic	7, 8
8. Demonstrates skill in developing recommendations and action plan based on assessment findings.	Basic	7, 8
Intervention and Consultation		
2. Demonstration knowledge of the relation between assessment and intervention.	Basic	7, 8
Research		
1. Engages in critical consumption and interpretation of the scientific literature and performs scientific review and critique (i.e., evaluate its significance, limitations, and contribution).	Basic	1-3, 5, 9
4. Demonstrates knowledge and skill in statistical and analytic approaches, and measurement theory, and their application to scientific inquiry.	Basic	5
7. Engages in effective communication (oral, written, visual) and dissemination of research (one's own research and broader literature) to diverse audiences.	Basic	7 - 10

Ethics and Standards 1. Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology. 2. Demonstrates knowledge of standards and codes of professional conduct. 4. Proactively Identifies and conceptualizes potential and actual ethical issues and dilemmas, using key ethical codes (i.e., CPA, TCPS), relevant jurisprudence and legislation, and CPA ethical decision-making process in resolving professional and ethical issues.	Basic	4
	Basic	4
	Basic	1, 3, 4
Supervision 1. Demonstrates knowledge of the multiple roles, responsibilities, and acquisition of competencies in supervision (i.e., of supervisor and supervisee). 3. Demonstrates knowledge of the ethical, legal, and contextual issues of supervision (including both supervisor and supervisee).	Basic	3, 4, 10
	Basic	3, 4, 10

Lecture Content & Schedule:

Please review this schedule together with assignment descriptions and rubrics, and course assignment deadlines. We will meet weekly throughout the term during scheduled class times. Learners will be expected to practice and demonstrate test administration skills and engage in many learning activities outside of scheduled class times. Please work with your TA and Instructor to schedule required sessions and meetings in advance to ensure all course timelines and objectives are achieved. It is your responsibility to ensure adherence to the course schedule and assignments are submitted on time. We are also here to help support you in completing all course assignments and activities, so feel free to reach out anytime.

Week 1: Welcome, Course Outline, Ethics, and Introduction to PBL

Thursday September 4 – Wednesday September 10

Weekly Activities (It is a big week! Welcome to Clinical Training!):

- Familiarize yourself with the course structure, timeline, and schedule of assessments, by reviewing the Course Outline and material posted to CourseLink.
- Review: 'Steps in Problem-based learning: Solving scenarios' in the 'Assessments' area on CourseLink.
- Plan communication approaches for PBL collaborative learning as a group.
- Problem #1 (Ethics and Test Security) use as example in class.
- Orientation to MW test library (including WISC-V kits) and policies
- Connect with Psychology staff, Lane Buryta, ldburyta@uoguelph.ca, to make sure your computer is encrypted and to map links for all needed VPNs
- Watch WISC-V "overview" video prior to Sept 11 class

Class Activities:

- Attend Instructor-facilitated class meeting (11:30am-2:30pm).
 - Tour of Test-Library and Orientation to Maplewoods.
 - Welcome! Introductions and orientation to the course.
 - Discuss and co-develop norms for learning together.
 - Problem #1: Ethics: Review problem as an intro to PBL.

Assessments:

- Looking ahead: Submit individual reflections on PBL including queries you have for Instructor in advance of class for Week 2. Submit your reflection to the Dropbox folder on CourseLink by 11:59pm on Wednesday, September 10.

Readings:

- Wiggins, S., Chiriac, E. H., Abbad, G. L., Pauli, R., & Worrell, M. (2016). Ask not only 'What can problem-based learning do for psychology?' but 'What can Psychology do for problem-based learning?' A review of the relevance of problem-based learning for psychology teaching and research. *Psychology Learning & Teaching*, 15(2) 136-154. <https://doi.org/10.1177/1475725716643270>
- Wood, D. F. (2003). ABC of learning and teaching in medicine: Problem based learning. *British Medical Journal*, 326(7384) 328-330. <https://doi.org/10.1136/bmj.326.7384.328>
- Dombrowski, S. C. (2020). Purpose of psychoeducational assessment and report writing. In S. C. Dombrowski (Ed.) *Psychoeducational assessment and report writing* (pp. 3-6). Springer. (FULL text and chapters on CourseLink site for this text across course)
- College of Psychologists of Ontario (2024). Standard of Professional Conduct. <https://cpbao.ca/members/professional-practice/standards-of-professional-conduct/>
- CPA Canadian Code of Ethics for Psychologists: Fourth Edition (2017) https://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

Week 2: Unpacking the WISC-V

Thursday September 11 – Wednesday September 17

Weekly Activities:

- Begin exploring the WISC-V, review manual for familiarity regarding test structure, administration procedures.
- Familiarize yourself with the test manual and organizational structure of the WISC-V and arrive to the week prepared to 'unbox' the WISC-V
- Begin research for problem #2 (History and Theory).

Class Activities:

- Attend Instructor and TA-facilitated meeting (11:30am-2:30pm).
 - Check-ins, housekeeping, and debriefs with Instructor.
 - Problem #2: History and theory: Review problem and plan for weekly activities.
 - Begin exploring WISC-V with TA workshop in second half of class

Assessments: none.

Readings:

- Kamphaus, R. W., Winsor, A. P., Rowe, E. W., & Kim, S. (2018). A history of intelligence test interpretation. In D. P. Flanagan & E. M. McDonough (Eds.) *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed. pp. 56-72).
- For your PBL you may also wish to review aspects of “Section 2 – Contemporary Theoretical Perspectives”, (particularly Chapter 3) in In D. P. Flanagan & E. M. McDonough (Eds.) *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed. pp. 73-241).
- Engi Raiford, S. (2018). The Wechsler Intelligence Scale for Children – Fifth Edition Integrated. In D. P. Flanagan & E. M. McDonough (Eds.) *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed. pp. 302-332).
- Dombrowski, S. C. (2020). The psychoeducational assessment process. In S. C. Dombrowski (Ed.) *Psychoeducational assessment and report writing* (pp. 7-14). Springer. <https://doi.org/10.1007/978-1-4939-1911-6>

Week 3: History and Theory; WISC-V Continued

Thursday September 18 – Wednesday September 24

Weekly Activities:

- Watch the WISC-V demonstration video(s) with a focus on the subtests contributing to FSIQ (7) to support familiarity and inform discussions.
- Begin practicing administration techniques and orientation to scoring.
- Watch TA pre-recorded instructional video on WISC-V scoring.
- Continue research for Problem #2 (History and Theory).
- Review readings for “Psychometrics” problem in advance of class on Sept 25 to ensure familiarity with relevant validity and reliability considerations.

Class Activities:

- Attend class meeting (11:30am-2:30pm)
 - For most of the class, the TA will lead WISC practice and consultation activities. TA will be free to respond to questions, provide support learning the WISC-V primary subtests, provide coaching/supervision, and attend to common FAQs. Come ‘prepared’ to make best use of this time by having completed the ‘weekly activities’ (e.g., review TA instructional video, review WISC-V materials/manual, watch WISC-V demonstration/administration videos, etc.)
 - Last part of class reserved to work on PBL History and Theory
 - **EXTRA WORKSHOP time for WISC Scoring – Friday Sept 19, 11-1230pm in MW**

Assessments:

- Submit individual reflection characterizing contributions and learning for Problem #2 (History and Theory) in advance of class for Week 4. Submit your reflection to the Dropbox folder on CourseLink by 11:59pm on Wednesday, September 24

Readings:

- Wasserman, J. D. (2018). The origins of intellectual assessment: The unfinished tapestry. In D. P. Flanagan & E. M. McDonough (Eds.) *Contemporary intellectual assessment:*

Theories, tests, and issues (4th ed. pp. 3-55).

- Graves Jr., S. L., & Aston, C. (2016). History of psychological assessment and intervention with minority populations. In S. L. Graves Jr., and J. J. Blake (Eds.). *Psychoeducational assessment and intervention for ethnic minority children: Evidence-based approaches* (pp. 9-21) American Psychological Association. <http://dx.doi.org/10.1037/14855-002>

Week 4: History and Theory

Thursday September 25 – Wednesday October 1

Weekly Activities:

- Practice to familiarity individually and in groups the WISC-V Primary subtests.
- Ensure familiarity with the process of scoring the Primary subtests, the factor structure, and deriving the total raw scores, scaled scores, index scores, percentile ranks, confidence intervals, qualitative descriptions, SEM, and primary analysis of index and subtest level strengths and weaknesses.
- Begin research for Problem #3 (Psychometrics).
- Take time to read, reflect, learn, share, and otherwise engage in recognition of the National Day for Truth and Reconciliation (September 30). I will circulate information about campus and events for those interested in attending.

Class Activities:

- Attend Instructor-facilitated class meeting (11:30am-2:30pm).
 - Check-ins, housekeeping, and debriefs.
 - Present PBL response to Problem #2: History and Theory.
 - Problem #3 (Psychometrics): Review problem and plan for weekly activities.

Assessments:

- Submit individual reflection characterizing contributions and learning for Problem #3 (Psychometrics) in advance of class for Week 5. Submit your reflection to the Dropbox folder on CourseLink by 11:59pm on Wednesday, October 1.

Readings:

- Dombrowski, S. C. (2020). Observing the child. In S. C. Dombrowski (Ed.) *Psychoeducational assessment and report writing* (pp. 43-61). Springer.
- Suhr, J. (2015). "Knowing what's under the hood": Psychometric considerations. In J. Suhr (Ed.). *Psychological assessment: A problem-solving approach* (pp. 82-95). Guilford Press: New York.
- Montgomery, A., Torres, E., & Eiseman, J. (2018). Using the joint-standards to evaluate the validity evidence for intelligence tests. In D. P. Flanagan & E. M. McDonough (Eds.) *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed. pp. 841-852).
- Canivez, G., Watkins, M., & Dombrowski, S. (2017). Structural validity of the Wechsler Intelligence Scale for Children—Fifth Edition: Confirmatory factor analyses with the 17 primary and secondary subtests. *Psychological Assessment*, 29, 458-472.
<http://dx.doi.org/10.1037/pas0000358>

- National Day of Truth and Reconciliation:
 - Canadian Psychological Association (2018). Psychology's response to the Truth and Reconciliation Commission of Canada's Report. A report of the Canadian Psychological Association and the Psychology Foundation of Canada. Ottawa: CPA.
https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf

Week 5: Psychometrics

Thursday October 2 – Wednesday October 8

Weekly Activities:

- Practice to familiarity individually and in groups the WISC-V Primary subtests.
- Ensure familiarity with the process of scoring the Primary subtests, the factor structure, and deriving the total raw scores, scaled scores, index scores, percentile ranks, confidence intervals, qualitative descriptions, SEM, and primary analysis of index and subtest level strengths and weaknesses.
- Research for PBL #4 (DEI).
- Review mock interpretive case and profile for class next week.
- Peer test administration assignment due Oct 10

Class Activities:

- Attend Instructor-facilitated class meeting (11:30am-2:30pm)
 - Check-ins, housekeeping, and debriefs.
 - Present PBL response to problem #3: Psychometrics.
 - Problem #4: Diversity, Equity, Inclusion: Review problem and plan for weekly activities.

Assessments: none

Readings:

- Sattler, J. M., Dumont, R., & Coalson, D. (2016). Interpreting the WISC-V. In J. M. Sattler, J. M., R. Dumont, & D. Coalson (Eds.). *Assessment of Children WISC-V and WPPSI-IV*. Sattler: La Mesa, California.
- Babcock, S. E., Miller, J. L., Saklofske, D. H., & Zhu, J. (2018). WISC-V Canadian norms: Relevance and use in the assessment of Canadian children. *Canadian Journal of Behavioural Science / Revue Canadienne des Sciences du comportement*, 50(2), 97-104. <http://dx.doi.org/10.1037/cbs0000096>
- Dombrowski, S. C. (2020). General guidelines on report writing. In S. C. Dombrowski (Ed.) *Psychoeducational assessment and report writing* (pp. 63-72). Springer.
- Dombrowski, S. C. (2020). Assessment results. In S. C. Dombrowski (Ed.) *Psychoeducational assessment and report writing* (pp. 89-98). Springer.

Week 6: Practical Skills Week: Interpretation & Report Writing

Thursday October 9 – Wednesday October 15

Weekly Activities:

- Practice to accuracy, individually and in groups, the WISC-V Primary subtests.
- Complete peer test administration assignment this week.
- Research for problem #4 (Diversity).

Class Activities:

- Attend Instructor-facilitated class meeting (11:30am-2:30pm)
 - Check-ins, housekeeping, and debriefs.
 - Instructor will co-facilitate a workshop wherein we discuss approaches to interpreting the WISC-V and interpretation considerations more generally in the context of cognitive assessment.
 - Practice steps to interpretation with a mock case activity and WISC-V profile.

Assessments:

- Submit your peer test administration video and hand-scored WISC-V protocol for TA review by 11:59pm on Friday October 10, 2015 (TA will coordinate where to securely upload videos).
- Submit individual reflection characterizing contributions and learning for problem #4 (Diversity) in advance of class for Week 8. Submit your reflection to the Dropbox folder on CourseLink by 11:59pm on Wednesday, October 15.

Readings:

- Lopez, E. C., Nahari, S. G., & Proctor, S. L. (2017). Professional and ethical issues from a multicultural perspective. In Graybill, E. C., & Varjas, K. (2017). Professional and Ethical Issues from a multicultural perspective. In E. C. Lopez, Sahare S. G., & S. L. Proctor (Eds.). *Handbook of multicultural school psychology: An interdisciplinary perspective* (Second Ed., pp. 18-32). Routledge. DOI: 10.4324/9780203754948.ch2
- Nahari, S, G, Martines, D. (2008). Writing psychological and educational reports for culturally and linguistically diverse clients. In Martines, D. (Ed.). *Multicultural school psychology: A practical guide* (pp. 250-276). Los Angeles, CA: Sage Publications.
- Graves, S. L., Jr., & Nichols, K. (2016). Intellectual assessment of ethnic minority children. In S. L. Graves & J. J. Blake (Eds.), *Applying psychology in the schools book series. Psychoeducational assessment and intervention for ethnic minority children: Evidence-based approaches* (p. 61–76). American Psychological Association. <http://dx.doi.org/10.1037/14855-002>
- Hays, P. A. (2016). Using standardized tests in a culturally responsive way. In P. A. Hays, *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy* (p. 161–193). American Psychological Association. <http://dx.doi.org/10.1037/14801-008>
- Ortiz, S. O., Piazza, N., Ochoa, S. H. (2018). Testing with culturally and linguistically diverse populations: New directions in fairness and validity. In D. P. Flanagan & E. M. McDonough (Eds.) *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed. pp. 684-714).

Week 7: Diversity, Equity, Inclusion and Safe Practices in Psychological Assessment

Thursday October 16 – Wednesday October 22

Weekly Activities:

- Watch TA-instructional lecture on report writing (accessible via CourseLink).
- Review sample reports and approaches (shared via CourseLink)
- Begin work on first draft of mock report due in two weeks (Oct 31).

Class Activities:

- Attend Instructor-facilitated class meeting (11:30am-2:30pm)
 - Check-ins, housekeeping, and debriefs.
 - Present PBL response to Problem #4: Diversity.

Assessments: none

Readings: no new readings this week 😊

Week 8: Feedback

Thursday October 23 – Wednesday October 30

Weekly Activities

- Begin research for Problem #5 (Feedback).
- Begin preparing for test review presentations.
- Continue work on first draft of assessment report due next week.
- Prepare for test review presentations.

Class Activities:

- Attend Instructor-facilitated class meeting (11:30am-2:30pm)
 - Check-ins, housekeeping, and debriefs.
 - Problem #5 (Feedback): Review problem and plan for weekly activities.

Assessments: none

Readings:

- Readings: Readings: Suhr, J. (2015). Feedback and report writing. In J. Suhr (Ed.). *Psychological assessment: A problem-solving approach* (pp. 239-266). Guilford Press: New York.
- Wright, J. (2010). Providing feedback. In J. Wright (Ed.). *Conducting psychological assessment: A guide for practitioners*. New Jersey: Wiley.
- Smith, S., Wiggins, C., & Gorske, T. (2007). A survey of psychological assessment feedback practices. *Assessment*, 14, 310-319. DOI: 10.1177/1073191107302842

Week 9: No Class, Admin with TA

Thursday October 30 – Wednesday November 5

Weekly Activities:

- Prepare for TA WISC-V group administration session this week.
- Continue practicing WISC-V administration, scoring, and interpretation skills.
- Continue research for Problem #5 (Feedback).
- Complete first draft of assessment report due October 31 to TA.

Class Activities: no class this week, catch up week!

Assessments:

- Participate in your practice WISC-V administration with a TA this week.
- Submit your Draft Mock Report to TA by Friday, Oct 31 @ 11:59pm.
- Submit written summary and slides for Test Review Presentation via Dropbox folder on CourseLink by 11:59pm on Wednesday, November 5.

Readings

- None this week (material to be reviewed for test presentations and Problem #5).

Week 10: Presentations

Thursday November 6 – Wednesday November 12

Weekly Activities:

- Continue research for Problem #5 (Feedback).
- Review feedback from first draft of mock report and begin revisions.

Class Activities:

- Attend Instructor-facilitated class meeting (11:30am-2:30pm)
 - This week presentations on assigned cognitive measures will take place during our regular class meeting time.

Assessments:

- Submit individual reflection characterizing contributions and learning for Problem #5 (Feedback) in advance of class for Week 11. Submit your reflection to the Dropbox folder on CourseLink by 11:59pm on Wednesday, November 12.

Readings:

- Continue with Feedback readings as needed from PBL from Week 8

Week 11: Feedback, Admin with Instructor

Thursday November 13 – Wednesday November 19

Weekly Activities:

- Prepare for Instructor WISC-V administration this week.
- Revise first draft of mock report based on TA feedback for resubmission next week.
- Complete the VIA character strengths survey online <https://www.viacharacter.org/>
- Aren't you glad there aren't any more problems? 😊

Class Activities:

- Attend Instructor-facilitated class meeting (11:30am-2:30pm)
 - Check-ins, housekeeping, and debriefs.
 - Present PBL response to Problem #5: Feedback.

Assessments:

- Participate in mock WISC-V administration session with instructor this week.

Readings: Strengths-Based Assessment Reading TBA

Week 12: Course Wrap-up, Strengths-Based Psychological Assessment, and Evaluations

Thursday November 20 – Wednesday November 26

Weekly Activities:

- Finalize revisions to mock report and prepare to submit for the end of this week.
- Course evaluations are available to complete (time will be set aside for you to do so).
- Feel free to bring any remaining questions or topics of interest you may have, related to psychological assessment, to class this week!

Class Activities:

- Attend Instructor-facilitated class meeting (11:30am-2:30pm)
 - Check-ins, housekeeping, and debriefs.
 - Strengths-Based Psychological Assessment
 - Reflect on successes and opportunities for improvement

Assessments:

- Submit final version of report for instructor evaluation on or before 11:59 pm, Wednesday November 26.

Readings:

- None. We did it! 😊

Class Format

Classes will be held in person during scheduled class meeting times, on campus. We will take breaks and develop a fun and engaging approach for learning together during this time. The class format has a primary focus on active learning. We will use a problem-based learning

approach to cover most course topics, which involves the class working together as a group to understand and engage with complex, real-world scenarios that are relevant to the practice of cognitive assessment in children and adolescents. The group will collectively identify key issues raised within the problem, identify learning objectives, and develop a plan for self- or group-selected study to research information needed to “solve” issues raised (including assigned readings and additional information that may be contained in journals, books, practice standards, etc.). This is a learner-centred approach to integrating and organizing information in ways that will maximize recall and application to future, real-world clinical problems. During problem-based learning case review, students take the “lead” as learners who direct the process, and the instructor (i.e., me) takes the role of facilitator (think of me as a coach, rather than someone delivering the knowledge via lecture while the class passively receives the knowledge). From week-to-week the focus in class will vary, and will include active discussion, engagement in problems, and hands on learning with clinical test materials and demonstrations.

The background required to understand the lectures and to participate in the discussions is achieved through assigned readings as well as knowledge gained in earlier classes. Attendance and active participation is expected; there will be a variety of group-based activities completed during and outside class time. Please check CourseLink regularly for course materials and updates.

My role and responsibilities: To engage your interest and develop your understanding of the history, theory, and practice issues relevant to cognitive assessment in children and adolescents. I will facilitate your work as a group to solve a variety of problems. I will facilitate your learning by assigning relevant readings, delivering brief lecture-based material (if appropriate), and focus on real-world decision making through practical application. I will encourage and foster an open class environment that facilitates lively discussion. I will be available to answer your questions in class, by email, and by appointment. I will provide fair evaluation and adhere to this course outline. In exceptional circumstances, changes may need to be made to the Course Outline. In such cases, I will announce the changes in class as soon as possible as well as on CourseLink and by email.

Your Role and Responsibilities: Be an engaged learner. Come prepared for class, complete the readings and assigned activities, and think through problems and materials in advance. 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 with a focus on respectful engagement. 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.

TA Roles and responsibilities: To provide support, feedback, and mentorship in your developing understanding of psychological assessment with a practical focus on the accurate and reliable administration of the WISC-V, and the development of your clinical writing skills.

Your TA will provide you timely and constructive feedback to practical and written assignments and will be available to support your learning needs by virtually or by email. They were in your seat not too long ago and form a valuable resource in your learning.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Class Participation (general group discussion, PBL contributions)	Throughout (includes effort in small group work)	30% total • 15%: Week of October 9 • 15%: Week of November 20	1-5, 9, 11
Test Administrations 1. Peer video & scored protocol 2. TA admin 3. Instructor admin	October 10 October 27-30 November 10-13	25% total* • 10% • 7.5% • 7.5% *(complete/incomplete)	1, 6
Test Review & Presentation	November 6 (slides/written summary Nov 5)	15%	1-4, 10-11
Mock Report 1. Draft to TA 2. Final Submission	October 31 November 26	30% Total • 15% • 15%	1, 3, 5, 7, 11

Final examination date and time: There is no final exam in this course.

Course Resources

Recommended Texts: These are available at no charge to you via the UG Library/CourseLink site

Flanagan, D. P. & McDonough. (Eds.). (2018). *Contemporary Intellectual Assessment: Theories, Tests, and Issues*. New York, NY: Guilford Press.

Dombrowski, S. C. (Ed.). (2020). *Psychoeducational Assessment and Report Writing*. Springer: New York.

Other Resources:

Additional resources will be posted to CourseLink in the 'Content' section of the course on an as needed basis. The course will operate and be organized based in CourseLink and you are encouraged to familiarize yourself with features of this learning management system early on.

Course Policies

Grading Policies

All assignments must be completed on time by the assigned deadline. That said, sometimes unexpected things pop up. 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. I also understand that you may experience unanticipated difficulties for a variety of reasons. If this happens, please 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.

Graduate Grade interpretation

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.

Integrity and Security of Test Materials: Your instructor and TA will provide you with information regarding procedures for obtaining access to psychological assessment materials. Responsible professional conduct requires that you exercise careful control over the integrity and security of test materials. Please familiarize yourselves with the readings for Weeks 1 and 2 around the Ethics of Psychological Assessment. Recognize that you are learning about psychological assessment, including tools and test materials, under the supervision of your Instructor, a Member of the College of Psychologists and Behaviour Analysts of Ontario. Psychologists must always endeavour to maintain the integrity of psychological tests, and may not supply test materials, forms, or manuals to unqualified users. Psychologists must protect the security of tests and respect test copyright. Test material, such as test questions and stimuli, manuals, and protocols should not be released, except as required by law. Access to test protocols and materials should be restricted to licensed psychologists and those under direct supervision.

University Policies

Disclaimer:

Please note that a revision of the format of course offerings, changes in classroom protocols, and academic schedules is occasionally required. 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.

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. 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 CourseLink, 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 Friday November 28, 2025. 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](#)

Additional Course Information

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. 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.