

**PSYCH*6690 Cognitive Assessment of Children
Fall 2015**

Thursdays
02:30PM - 05:20PM
MCKN, Room 306

Instructor: Carol-Anne Hendry, Ph.D., C. Psych
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Office hours: by appointment

Teaching Assistants: TBA

Textbook and readings: WISC-V: Assessment And Interpretation: Scientist-practitioner Perspectives: by Donald H. Saklofske, James A. Holdnack, Lawrence G. Weiss

Supplementary Materials:

Centre for Psychological Services Psychological Assessment Report Guidelines (to be provided by instructor)

Course Objective:

The purpose of this course is to teach the skills of individual cognitive assessment of children and adolescents.

Learning Objectives:

- To understand the history and current trends in understanding cognitive ability
- To appreciate why psychologists assess cognitive abilities and how cognitive testing fits into overall assessments
- To understand the value in multi-method assessments
- To understand what cognitive tests measure, as well as their limitations
- To understand issues of diversity in cognitive assessment, including cultural and language diversity
- To be able to competently administer some key measures (WISC-V, WRAML)
- To be able to accurately score these tests and convey an understanding of the importance of accuracy.
- To be able to demonstrate basic interpretive skills suitable for this level of training
- To begin to develop skills in writing accurate, accessible, audience-appropriate reports based on psychological testing
- To demonstrate an ability to apply new skills in administration, scoring and interpretation to independent learning of other tests
- To become familiar with other issues in cognitive testing (e.g., the school's perspective on the role of psychological testing)

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Course Format:

Class meetings will consist of lectures (approximately one hour) and discussions or “hands on” practice of assessment related work (approximately one and half hours)

Outside of class time students will be expected to prepare for class in order to use class time effectively. In addition, students will be conducting practice assessments with volunteers (supervised by teaching assistant or instructor). Students will complete case formulations and reports using a mentoring model which includes one-on-one supervision with a TA and the instructor.

General Requirements and Evaluation:

This course is a prerequisite for practicum work. In practical terms this means that students must have a **minimum grade of B+** in all clinical aspects of the course in order to register for Clinical Practicum II (PSYCH*7992). Clinical aspects include: understanding of the role of cognitive assessment and issues of diversity, the ability to administer tests in a standardized fashion, accurate scoring of tests, and basic interpretive skills.

Course evaluation will be based on the following components:

Shadowing assignment (10%)
ASQ-3 Administration (10%)
Test administration and scoring (45%)
Written reports (25%):
Class presentation (10%)

Reasons for late assignments must be discussed with the instructor prior to the due date. The instructor will determine whether marks will be deducted.

Note: Depending on the skill level attained in the two major clinical aspects of the course (test administration/scoring and case formulation/report writing), you may be required to complete **one additional report**; or **one additional assessment**; or **one additional assessment and report**. If additional work is required, your final mark will be adjusted accordingly. If a grade of B+ or higher is not obtained on the clinical components of the course even with additional work, you may be asked to do additional remedial work.

Student Responsibilities:

Practice Testing: We have the opportunity to work with the Wellington Catholic District School Board and other private schools in the Guelph area. You will be provided with contact information for the participating schools.

Illness: If you are unable to attend an assessment on the day on which you are assigned, it is your responsibility to **contact the person who is to accompany you (TA or instructor)**

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immediately. You must inform the school immediately. Because our testing schedule is very tight, it is important not to cancel unless you are ill or there is another serious difficulty. If you are ill, please do not go into the school as you may spread the illness.

E-mail Communication: As per university regulations, all students are required to check their @uoguelph.ca e-mail account regularly. Please note that e-mail is the official route of communication between the university and its students.

Special Needs: Students who have special needs due to disability are encouraged to make contact with the Centre for Students with Disabilities (CSD) located on the 3rd floor of the University Centre. The CSD will provide instruction to the professor regarding appropriate modifications or accommodations for tests, assignments, and exams. Please identify yourself to the instructor if you are a CSD student.

Course Requirements: When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor [or GTA] in writing, with your name, id#, and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Appropriate documentation of your inability to meet that in-course requirement is necessary. See the undergraduate calendar for information on regulations and procedures for Academic Consideration. Please note that alternative assignments are not an option in lieu of missed work or poor performance.

Copies of out-of-class assignments: It is your responsibility to keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date: The last day to drop this course without academic penalty is listed in the academic calendar. For regulations and Procedures for Dropping Courses, see the [Undergraduate Calendar: http://www.uoguelph.ca/registrar/calendars/undergraduate/current/](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/)

Academic Misconduct: The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins 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. The University of Guelph takes a serious view of academic misconduct, and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission from the relevant instructors. To better understand your responsibilities, read the Undergraduate Calendar for a statement of Students' Academic Responsibilities; also read the full Academic Misconduct Policy. You are also advised to make use of the resources available through the Learning Commons and to discuss any questions you may have with your course instructor, GTA, or academic counselor.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or

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careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university's regulations and procedures for Academic Consideration in the calendar and discuss their situation with the instructor and/or the program counselor or other academic counselor as appropriate.

Turn It In: In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Recording of Materials: Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources: The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs: <https://www.uoguelph.ca/registrar/calendars/graduate>

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PSYCH6690 Marking Scheme - Fall 2015

1. Shadowing Assignment = 10%

Students will observe a senior clinical associate (CP:ADE graduate student) or clinical psychologist at the Centre for Psychological Services during the administration of a cognitive assessment (WISC V, WIAT-III, WRAML). Students will write up a two page report of both examiner and client behaviour.

2. ASQ-3 Administration: Child and Learning Centre = 10%

Students will observe one child attending the CLC and score the Ages and Stages Questionnaire (ASQ-3). Students will write up a summary of their results for the child.

2. Test Administration and scoring: See table below = 70%

Student will have opportunities to practice administration of two major cognitive measures, score protocols and write report with school age volunteers.

3. Presentation = 10%

Students will select one alternate test of cognitive ability from a list provided to learn and demonstrate to fellow classmates.

TEST	TEST ADMIN	PROTOCOL	REPORTS
WISC-V (practice)		2.5%	
WISC-V administration (#1)	5%	5%	5%
WISC-V administration (#2)	10%	5%	10%
WRAML (practice)		2.5%	
WRAML #1	10%	5%	10%
TOTAL	25%	20%	25%