

PSYC*6010, Course Outline: Winter 2023

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 Child and Adolescent 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 2023

Class Schedule and Location: Thursdays 11:30 to 2:20, Maplewoods 233

Instructor Information

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

Instructor Email: enewbycl@uoguelph.ca

Office location and office hours: Maplewoods 227 or virtual; by appointment

GTA Information

GTA Name: Katelyn Mullally

GTA Email: kmullall@uoguelph.ca

GTA office location and 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 and interpret assessment instruments.
2. Demonstrate the ability to apply and integrate theory and empirical findings in order to plan psychological assessments.
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. 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 development and the implications of strengths and challenges in various areas
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 an integrated psychological assessment report based on provided test results and background information. The report will summarize cognitive, academic, 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.
10. Reflect on and communicate thoughts about their own development as a psychologist-in-training and recognize how assessment skills provide a foundation for future clinical skill development

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	4, 7, 9, 10
3. Demonstrates knowledge of others, including the macro- (e.g., work, national norms, etc.) and micro-	Basic	3, 5, 8, 9

<p>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>	<p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p>	<p>3, 7, 8, 9, 10</p> <p>3, 4, 7, 8, 9</p> <p>3, 4, 9</p> <p>3, 4, 9, 10</p>
<p>Assessment & Evaluation</p> <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>	<p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p>	<p>1, 2, 3, 5, 6, 8, 9</p> <p>1, 2, 3, 5, 9</p> <p>1, 2, 3, 8, 9</p> <p>1, 2, 3, 5, 6, 8, 9</p> <p>8, 9</p> <p>3, 5, 6, 8, 9</p>
<p>Intervention & consultation</p> <p>2. Demonstrates knowledge of the relation between assessment and intervention</p>	<p>Basic</p>	<p>1, 2, 6, 8, 9, 10</p>

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 are 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 including discussions and hands on activities) <i>Individual project</i>	Reflection papers due end of day (11:59 pm): Jan 18 (end week 1) Feb 15 (end week 5) Apr 5 (end week 11) Class participation and activities take place throughout	30 % total (15% Reflection Papers; 15% Class Participation)	1-10
Mock Report #1 (Cognitive and Achievement) <i>Individual project</i>	due end of day Feb 8 (end week 4)	20 % each	1, 2, 3, 5, 6, 7, 8
Mock Report #2 (Full Assessment) <i>Individual project</i>	#2 due end of day March 29 (end week 10)		

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Student-led case presentations <i>Group Presentation (in pairs/group of three)</i>	Weeks 9, 10 and 11 in class (March 16, 23, 30)	30 %	1-9

Class Schedule*

Week	Topic
One: January 12	Course welcome, introductions, extending cognitive assessment, self-reflection in assessment Reminder: Reflection Paper #1 due before next class (11:59 pm Weds Jan 18)
Two: January 19	Getting started on an assessment: identifying the referral question, developing an assessment plan Reminder: Set groups and begin discussing case for presentations
Three: January 26	Assessment of Learning Disabilities: Assessment of academic achievement (emphasis on math)
Four: February 2	Assessment of Learning Disabilities (cont'd): Assessment of reading, writing and related processes Reminder: Report #1 due before next class (11:59 pm Weds Feb 8)
Five: February 9	Assessment of other cognitive processes related to learning (memory, attention, executive functioning) Reminders: Reflection Paper #2 due before next class (11:59 pm Weds Feb 15) Case and testing plan should be coming together for presentations
Six: February 16	Assessment of behaviour, social, and adaptive functioning Reminder: ENJOY THE WINTER BREAK
February 23	Winter Break No class
Seven: March 2	Assessment of emotional functioning and personality Reminder: All groups submit case description for presentations by end of this week
Eight: March 9	Communicating results and recommendations Reminder: Submit reading(s) for presentation well before class the week you present; Elissa away March 10 to 15
Nine: March 16	Student Presentations
Ten: March 23	Student Presentations Reminder: Report #2 due before next class (11:59 pm Weds March 29)
Eleven: March 30	Student Presentations Reminder: 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.

Recommended Text: Dombrowski, S. C. (2020) *Psychoeducational Assessment and Report Writing, Second Edition*, Springer (available through U of G library)

Course Policies

Your Role and Responsibilities:

Be an engaged learner. Follow ethical principles and Maplewoods guidelines in handling of tests and sensitive information. Complete the readings, hands on activities, 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 to group work and support fellow group members in their efforts. Put thought and effort into your course work.

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

Grading Policies

All assignments must be completed on time by the assigned deadline. That said, we have learned over the past several years that it is important to be prepared for the unexpected.

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 will be happy to try and help. 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 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:

This course involves discussion of copyright and otherwise protected information. 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.

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/>) 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., 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 30th – April 10th. 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 Monday April 10, 2023. 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](#)