

# **PSYC\*6010, Course Outline: Winter 2026**

## **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:** 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 2026

**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](mailto:enewbycl@uoguelph.ca)

Office location and office hours: Maplewoods 227 by appointment

## **GTA Information**

GTA Name: Jennie Martow

GTA Email: [jmartow@uoguelph.ca](mailto:jmartow@uoguelph.ca)

GTA office location and office hours: As scheduled and by appointment

GTA Name: Brianne Gayfer

GTA Email: [bgayfer@uoguelph.ca](mailto:bgayfer@uoguelph.ca)

GTA office location and office hours: As scheduled and by appointment

## **Course Content**

### **Specific Learning Outcomes:**

After completing this course, students should be able to:

1. Demonstrate the ability to apply and integrate theory and empirical findings to plan psychological assessments.
2. Demonstrate and apply knowledge of psychological assessment to evaluate and interpret assessment instruments.
3. Demonstrate knowledge and critical consideration regarding diversity-related issues relevant to psychological assessment, (e.g., age, gender, ethnicity, disability, culture, etc.).
4. Demonstrate application of ethical principles and professional practice standards related to psychological assessment.
5. Demonstrate understanding of the implications of strengths and challenges in various aspects of cognitive, social/emotional, and behavioural development on a youth's functioning
6. Show knowledge of 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
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, their implications, and include an integrated case formulation and recommendations.
9. Work with group members to lead 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 development.

CCAP Competency and facets	Level	Specific LOs
<p><b>Professionalism &amp; Interpersonal Relationships</b></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, 4, 7, 10</p> <p>3, 5, 8, 9</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><b>Assessment &amp; Evaluation</b></p> <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> </ol>	<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>

7. Demonstrates skill in effective written and verbal communication (e.g., results from assessment, diagnostic feedback)	Basic	8, 9
8. Demonstrates skill in developing recommendations and action plan based on assessment findings	Basic	3, 5, 6, 8, 9
Intervention & consultation 2. Demonstrates knowledge of the relation between assessment and intervention	Basic	1, 2, 6, 8, 9, 10

### Lecture Content:

The course focuses on theoretical and empirically-informed clinical practice in integrated cognitive assessment of children and adolescents. Cognitive processes, mental health, and behavioural correlates that have implications for child and adolescent well-being will be highlighted throughout the course. Course content includes assessment questions, measures, techniques, and interpretation. You will also learn to critically evaluate and select recommendations based on the assessment findings and to communicate assessment results.

The class format is a combination of short lectures, discussions, active learning exercises (case studies, group activities, etc.), and student-led case presentations. Readings will be assigned to provide the background needed to understand the lessons and to participate in the class activities. Attendance and active participation are expected.

The class schedule is provided below. Please review this table in conjunction with assignment descriptions and course assignment deadlines. It is your responsibility to ensure adherence to the course schedule and submission of required assignments are made on time.

### Workshops:

This course includes five TA-led workshops which are designed to give you more opportunities to engage with assessment materials in a hands-on manner. These workshops will take place outside of class time at a mutually agreed upon time.

Week	Topic
One: January 8	<b>Foundations of Integrated Assessment</b> Self-reflection and minimizing bias; Clinical decision-making Reminder: Reflection #1 due 4:30 pm Fri Jan 9
Two: January 15	<b>Getting started on an assessment</b> Mock intake interview, Accessibility considerations Workshop #1
Three: January 22	<b>Assessment of Learning Disabilities: Part One</b> OPA Guidelines for Assessment/Diagnosis of LD Fundamentals of achievement testing Workshop #2

Four: Jan 29	<b>Assessment of Learning Disabilities: Part Two</b> Processes related to reading and writing
Five: February 5	<b>Assessment of other cognitive processes related to learning</b> Memory, attention, executive functioning, performance validity Workshop #3 Reminder: Report #1 due 4:30 pm Fri Feb 6
Six: February 12	<b>Assessment of mental health and adaptive functioning: Part One</b> Behavioural questionnaires Workshop #4 Reminder: Reflection #2 due 4:30 pm Fri Feb 12
February 19	Winter Break No class
Seven: Feb 26	<b>Assessment of mental health and adaptive functioning: Part Two</b> Socio-emotional and personality measures Workshop #5
Eight: March 5	<b>ASD Assessment, Communicating Results and Recommendations</b>
Nine: March 12	<b>Student Presentations: Testing and Interpretation</b>
Ten: March 19	<b>Assessment Feedback:</b> Mock feedback to caregivers Develop mock feedback for case presentation (delivered next class) Reminder: Report #2 due 4:30 pm Fri March 20
Eleven: March 26	<b>Student Presentations</b> Feedback to caregivers/ client <b>Special Topic</b> TBA
Twelve: April 2	<b>Course Wrap Up, TREAT training for MW assessments</b> Reminder: Reflection Paper #4 due by 4:30 pm Fri April 3

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

### Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Grade (%)	Learning Outcomes
<b>Self-Reflections</b>	January 9, February 13, March 27	10	3, 4, 7, 10
<b>Report #1</b> (Cognitive and Achievement)	February 6	15	1, 2, 3, 5, 6, 7, 8
<b>Case Presentations</b>	March 12 (in class)	20	1-9
<b>Report #2</b> (Full Assessment)	March 20	20	1, 2, 3, 5, 6, 7, 8
<b>Feedback Demo</b>	March 26 (in class)	15	3, 4, 5, 6, 7
<b>Participation</b> in workshops/ 1:1 meetings with TA	N/A	10	1-10
<b>Contribution to class discussions</b>	N/A (Mid-semester feedback by Feb 13)	10	1-10

**Additional Notes:** All assignments are due at 4:30 pm on the dates indicated. Self reflections are to be submitted through Courselink. Reports are submitted via your individual Maplewoods drive (in a folder labelled PSYC\*6010).

## Course Resources

There are no required texts for this course.

### Recommended Texts:

- 1) Andrews, J.J.W & Saklofske, D. H. (2024). *Clinical Reasoning and Decision Making Process: Child and Adolescent Assessment and Intervention*. Elsevier Academic Press
- 2) Dombrowski, S. C. (2020) *Psychoeducational Assessment and Report Writing, Second Edition*, Springer
- 3) Geva, E., & Wiener, J. (2015). *Psychological assessment of culturally and linguistically diverse children and adolescents: A practitioner's guide*. New York: Springer

### Cost of Texts:

**NOTE: All texts are available through U of G library**

Textbook / Learning Resource	Required / Recommended	Cost*
Clinical Reasoning and Decision-Making Process: Child and Adolescent Assessment and intervention (2024)	Recommended	\$166
Psychoeducational Assessment and Report Writing (2020)	Recommended	\$120
Psychological assessment of culturally and linguistically diverse children and adolescents (2015)	Recommended	\$73

\*Costs are subject to change.

### Other Resources:

Test materials are available for use at Maplewoods Centre in the Test Library. Test library materials and the room where they will be used should be signed out through TREAT. Clinical appointments take precedence over course use. Maplewoods tests may not be taken outside the clinic.

Maplewoods has a subscription to online scoring for many clinical questionnaires. All data entry/scoring for course use is done by the course instructor. Please provide ample lead time for this scoring to be completed.

## Course Policies

### Grading Policies

All assignments are due at 4:30 pm on the assigned date. That said, I am fully aware that things come up that are outside of our control. As a way of being 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.

I understand that you may experience unanticipated difficulties for a variety of reasons. If this happens, 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. I am available to collaboratively problem-solve with you 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 one of the course TAs 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.

### **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](mailto: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 Monday April 6<sup>th</sup> 2026. 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](#).

[Current Graduate Calendar](#)