

# **PSYC\*6690, Course Outline: Fall 2017**

## **General Information**

**Course Title:** Cognitive Assessment of Children and Adolescents

**Course Description:** This course considers standards, ethics, uses and interpretations of selected intelligence and other cognitive tests. Students administer tests, score, interpret, and write reports under supervision. The purpose of this course is to teach the skills of individual cognitive assessment of children and adolescents.

**Credit Weight:** 0.50

**Academic Department (or campus):** Psychology

**Semester Offering:** Fall 2017

**Class Schedule and Location:** R: 11:30 am - 2:20 pm. MacKinnon #306

## **Instructor Information**

Instructor Name: Kaitlyn McLachlan

Instructor Email: kmclac02@uoguelph.ca

Office location and office hours: MacKinnon Extension #3011 (Office hours by appointment only).

## **GTA Information**

GTA Name: Melissa Bell

GTA Email: mbell01@uoguelph.ca

GTA office location and office hours: By appointment (TBD)

GTA Name: Carolyn Roy

GTA Email: croy03@uoguelph.ca

GTA office location and office hours: By appointment (TBD)

## **Course Content**

### **Specific Learning Outcomes:**

In completing this course, students should be able to:

1. Demonstrate knowledge of the history and theoretical perspectives underlying intellectual assessment

2. Demonstrate knowledge and critical consideration regarding a wide range of diversity-related issues relevant to cognitive assessment (e.g., age, gender, ethnicity, disability, culture, etc.), in the context of psychological assessment broadly.
3. Demonstrate and apply knowledge concerning factors that influence selection of tests for assessing cognitive functioning in children and adolescents.
4. Learn, articulate, and demonstrate application of ethical principles and professional practice standards related to psychological assessment.
5. Obtain supervised experience in administering and accurately scoring individually administered intelligence tests. At a minimum, competency is expected in:
  - a. Administering and accurately scoring the WISC-V
  - b. Administering and accurately scoring one additional cognitive measure (TBD with course instructor, options include specific cognitive measures (e.g., WRAML), behaviour rating scales (e.g., BRIEF, Connors-3), achievement measures (e.g., WRAT-4)
6. Begin to develop interpretive and feedback skills following administration of key cognitive assessment measures, with a focus on the written report, and recommendations.
7. Develop and engage collaborative teamwork skills through cooperative problem solving and skill development both in class and while learning clinical assessment tools.
8. Demonstrate skills in professionalism, including punctuality, participation, critical thinking, problem-solving, conflict resolution, feedback, and communication, with peer learners, TAs, test volunteers, course instructor, and CPS staff and supervisors.

**Lecture Content:**

The class format is a combination of short lectures, with a major focus on active learning (e.g., through vignettes, discussions, group work). In particular, we will use a problem-based learning approach to cover several 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 include active discussion, engagement in problems, and hands on learning with clinical test materials.

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 in class. Lecture notes (if applicable) will be posted on Counselink by 11:59 pm the day before the scheduled class. Please check Counselink regularly for course materials and updates.

My role and responsibilities are as follows: 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 develop interesting and complex cases that peak your interest, lead to the generation of stimulating discussions, and 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 focusing 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 syllabus. In exceptional circumstances, changes may need to be made to the syllabus. In such cases, I will announce the changes in class as soon as possible as well as on Counselink.

### **Schedule**

A detailed version of the class schedule will be posted on Counselink. Please review this table in conjunction with assignment descriptions and rubrics, and course assignment deadlines. We will meet weekly throughout the term during scheduled class times. Students will also be expected to practice and demonstrate test administration skills outside of scheduled class times in groups, and in scheduled meetings with the TAs, Instructor, and community volunteers. Please work with the TAs 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 submission of required assignments are made on time.

### **Course Assignments and Tests:**

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
Class Participation (general group discussion, PBL group work)	Throughout (includes effort in small group PBL work)	30% total - 1 <sup>st</sup> half (15%) to be given on Oct. 12 2017 via Courselink) - 2 <sup>nd</sup> half (15%) to be given at the end of the course	1-4, 7, 8
WISC-V Administrations 1. Peer recording 2. TA 3. Instructor	October 5 <sup>th</sup> October 12 <sup>th</sup> October 19 <sup>th</sup>	10% 10% 10%	4, 5a, b, 8
Report #1	October 19 <sup>th</sup>	10%	2-4, 6, 8
Report #2 Test Administration Draft to TA Final to instructor	November 9 <sup>th</sup> 2017 November 16 <sup>th</sup> 2017 November 30 <sup>th</sup> 2017	5% 5% 10%	2-4, 6, 8
Test Presentation	October 26 & November 2 <sup>nd</sup> 2017	10%	1-3, 5b, 8

### **Course Resources**

#### **Required Texts:**

Sattler, J. M., Dumont, R., & Coalson, D. L. (2016). *Assessment of Children: WISC-V and WPPSI-IV*. San Diego, CA: Jerome M. Sattler.

#### **Recommended Texts:**

Flanagan, D. P. & Harrison, P. L. (Eds.). (2014). *Contemporary Intellectual Assessment: Theories, Tests, and Issues*. New York, NY: Guilford Press. (Chapters from this book will be assigned during the course: Two copies of the text are available on Library Reserve).

#### **Other Resources:**

Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V Assessment*. Hoboken, NJ: John Wiley & Sons.

Kaufman, A. S., Engi Raiford, S., & Coalson, D. L. (2016) *Intelligence Testing with the WISC-V*. Hoboken, NJ: Wiley.

(These may be helpful references for your practice, but are not required texts for the course).

### **Additional Costs:**

You will be required to administer psychological tests that require some supplies. These are items you will be able to use in future clinical training and practice.

1. Stop watch (ideally with the option to disable sounds)
2. Clipboard
3. Pencils

### **Course Policies**

#### **Grading Policies**

The following table summarizes due dates, manner of submission, and late penalties for the written submissions.

<b>Assignment</b>	<b>Due Date</b>	<b>Manner of Submission</b>	<b>Late Penalty</b>
Individual contribution to group problem presentations (contributions will be graded in the context of the individual PBL rubric; participation grades)	Wednesday 11:59 pm on given week	Dropbox (e.g., powerpoint slides, summary product)	- 3 points immediately. 3 additional points taken off for each day of lateness.
WISC-V Administrations	Wednesday 11:59pm on given week	- Scored protocols to TA or course instructor at beginning of class - Video recordings uploaded using Dropbox by 11:59 on given week	- 3 points immediately. 3 additional points taken off for each day of lateness.
Reports #1 and #2	Wednesday 11:59pm on given week	- Reports due on Courselink by 11:59pm on given week	- 3 points immediately. 3 additional points taken off for each day of lateness.
Test Presentation	Wednesday 11:59 on given week	- Presentation and fact sheet due on Courselink by 11:59pm on given week	- 3 points immediately. 3 additional points taken off for each day of lateness.

### **General Requirements:**

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 competently in a standardized fashion, accurate scoring of tests, and basic interpretive skills.

### **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](#):

<https://www.uoguelph.ca/registrar/calendars/graduate/2017-2018/genreg/index.shtml>

### **Course Policy on Group Work:**

Group work forms an important component of this course. You will work together, cooperatively on a number of problem-solving scenarios, and practicing your clinical test administration skills. It is important to support each other in learning new material, and to maintain a high degree of professionalism. Psychologists often work as members of interdisciplinary teams and as leaders in managing complex projects. Group work provides important learning opportunities to enhance and receive feedback on these skills. In the event that conflict arises, please engage in efforts to proactively identify, discuss, and resolve any difficulties. If challenges persist, please approach one of the TAs or the course instructor for support in diffusing and resolving any difficulties.

### **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**

### **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](#):

## **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](#)

## **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#).

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is Friday, November 3<sup>rd</sup>, 2017. For regulations and procedures for Dropping Courses, see the [Current Graduate Calendar](#).