PSYC*6690, Course Outline: Fall 2019

General Information

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 intelligence testing. The course includes consideration of standards, ethics, uses, and interpretations of selected intelligence and cognitive measures. 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, observing behavior in the testing context, scoring and interpreting standardized cognitive measures, understanding psychometric principles behind test development and the properties of various cognitive assessment measures, and, factors relevant to cognitive assessment with a diverse array of children and adolescents with attention to individual difference factors (e.g., gender, ethnicity/culture, disability, etc.). The purpose of this course is to introduce students to the foundations of psychological assessment with a focus on cognition and overall intelligence, 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 (or campus): Psychology (University of Guelph, Main Campus)

Semester Offering: Fall 19

Class Schedule and Location: Thursday: 11:30am – 2:20pm. MacKinnon, Room 314

Instructor Information

Instructor Name: Kaitlyn McLachlan, Ph.D., C. Psych.
Instructor Email: kmclac02@uoguelph.ca
Office location and office hours: By appointment, McKinnon 3011

GTA Information

GTA Name: Sandy Erb
GTA Email: serb@uoguelph.ca
GTA office location and office hours: As required

GTA Name: Therese Kenny
GTA Email: kennyt@uoguelph.ca
GTA office location and office hours: As required

Course Content

Specific Learning Outcomes:

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

1. Demonstrates knowledge of psychological assessment with a focus on cognitive and intelligence in children and adolescents.
2. Identify and delineate major theoretical perspectives and history of intellectual assessment in psychology.
3. Identify diversity-related issues relevant to cognitive assessment (e.g., age, gender, ethnicity, disability, culture, etc.).
4. Identify and delineate ethical principles and professional practice standards related to psychological assessment.
5. Identify and delineate psychometric considerations relevant to the development, standardization, and selection of psychological measures with a focus on intelligence/cognition in children/adolescents.
6. Demonstrate skill in accurately administering and scoring the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-5).
7. Write a brief report summarizing behavioural observations during cognitive test administration with a child/adolescent.
8. Write mock psychological assessment reports summarizing and interpreting observations and findings from a mock WISC-5 administration.
9. Present feedback from a mock psychological assessment regarding overall cognitive functioning in a child/adolescent.
10. Present on one additional psychological measure of intelligence, 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.).
11. 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 assistants, course instructor, and CPS 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	11
	Basic	4, 6, 11

4. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary).	Basic	3, 11
5. Establishes and maintains professional relationships with clients from all populations served and appropriate interdisciplinary relationships with colleagues and learners.	Basic	3, 11
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).		
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	8, 9
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, 10
4. Appropriately applies assessment methods (standardized measures and clinical interviewing), consistent with case formulation, and scores and interprets assessment data.	Basic	5, 8, 10
6. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths.	Basic	8, 9
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	8, 9
Intervention and Consultation		
2. Demonstration knowledge of the relation between assessment and intervention.	Basic	8, 9
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	2, 5, 10
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	9, 10
Ethics and Standards		
1. Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology.	Basic	1, 3
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 Basic	1, 3 1, 3, 11

Supervision			
1. Demonstrates knowledge of the multiple roles, responsibilities, and acquisition of competencies in supervision (i.e., of supervisor and supervisee).		Basic	4, 11
3. Demonstrates knowledge of the ethical, legal, and contextual issues of supervision (including both supervisor and supervisee).		Basic	4, 11
5. Demonstrates knowledge of the ethical, legal, and contextual issues of supervision (including both supervisor and supervisee).		Basic	4, 11

Lecture Content & Schedule

A detailed version of the class schedule will be posted on Courselink. 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, and Instructor. Please work with your 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.

DATE	Suggested Readings	CONTENT COVERED
September 5	1. Course Outline 2. PBL Orientation Materials and Readings (see Courselink) 3. Sattler (2008). Chp 1: Challenges in assessing children: The process. Additional Relevant Readings: 1. Sattler (2008). Chp 2: Challenges in assessing children: The context.	Welcome, Course Outline, Introduction to PBL
September 12	1. Standard of Professional Practice (2017) College of Psychologists of Ontario. http://www.cpo.on.ca/WorkArea/DownloadAsset.aspx?id=1716 2. CPA Canadian Code of Ethics for Psychologists: Fourth Edition (2017). https://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf 3. Sattler (2008). Chp 3: Ethical, Legal, and Professional Issues. 4. Sattler, Dumont, Coalson (2016). Chp. 1: Role of the Evaluator in the Assessment Process.	Ethics and Professional Practice
September 19	1. Flanagan & McDonough (2018). Chp 1: The origins of intellectual assessment: The unfinished tapestry. 2. Flanagan & McDonough (2018). Chp 2: A history of intelligence test interpretation. 3. Sattler (2008). Chp 7: Historical survey and theories of intelligence.	History and Theory

	Additional Relevant Readings:
	   4. Flanagan & McDonough Chp 3-8
	   5. Sattler (2008): Chp 8. Correlates of Intelligence	

September 26	1. Sattler, Dumont, Coalson (2016). Chp: 2. Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V): Description 2. Sattler, Dumont, Coalson (2016). Chp: 3. WISC-V Subtests 3. WISC-V Manual Additional Relevant Readings: 1. Flanagan & Alfonso. Essentials of WISC-V Assessment 2. Flanagan & McDonough (2018): Chp 11. Wechsler Intelligence Scale for Children – Fifth Edition Integrated 3. Sattler, Dumont, & Coalson (2016). Chp. 8: Report Writing	WISC-V
October 3	**No Class: Workshop Week – Administration and Scoring**	CPS Observation
October 10	1. Sattler (2008): Chp 4: A primer on statistics and psychometrics 2. 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 Additional Relevant Readings 1. Flanagan & McDonough (2018): Chp. 31. Using confirmatory factor analysis to aid in understanding the constructs measured by intelligence tests.	.Psychometrics
October 17	1. TBD	Observation
October 24	**No Class: Workshop Week - Interpretation** 1. Sattler, Dumont, & Coalson (2016): Chp. 4: Interpreting the WISC-V 2. 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	Interpretation
October 31	1. Sattler (2008): Chp 5. Culturally and linguistically diverse children. 2. Valibhoy, Tucker, & Baker (2016). Cognitive assessment of refugee children: Effects of trauma and new language acquisition. Transcultural Psychiatry, 53, 81-109. DOI: 10.1177/13634615156129	Diversity

	3. 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 4. Flanagan & Harrison (2018). Chp. 25: Testing with culturally and linguistically diverse populations: New directions in fairness and validity.	
November 7	Various chapters, test manuals, and test reviews. *TBD.*	Measures of Intelligence
Nov. 14	1. Wright, J. (2010). *Conducting psychological assessment: A guide for practitioners*. New Jersey: Wiley. [Chapter 6: Providing Feedback]. 2. Smith, S., Wiggins, C., & Gorske, T. (2007). A survey of psychological assessment feedback practices. *Assessment, 14,* 310-319. DOI: 10.1177/1073191107302842 3. Suhr, J. Psychological assessment: A problem-solving approach. New York: Guilford Press. [Chapter 14. Feedback and Report Writing].	Feedback
Nov. 21	None. ☺	Wrap-up and Evaluations

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 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 Courselink by 11:59 pm the day before the scheduled class. 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 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 Courselink.

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.

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-5. Your TAs will provide you timely and constructive feedback to practical and written assignments and will be available to support your learning needs by email or in person. They will help provide additional links between your course and practical clinical training experiences at CPS. You will be assigned a 'primary' TA within the first few weeks of class who will subsequently serve as a main contact person for questions and support throughout the course. However, in order to prioritize timely feedback, different TAs may mark your written practical work and provide you feedback throughout the course.

Labs:

While there are no formal labs in this class, you will participate in a number of observation activities with your TAs that provide you opportunities to learn new clinical skills by watching fellow learners administer measures and engage in various assessment activities with child and adolescent clients. It is your responsibility to plan and schedule these activities in advance with your TA. Remember that all CCAP students are learning and that CPS observation activities involve meeting with real clients. It is imperative that you maintain a high degree of professionalism during these sessions. A supervisor at CPS will be responsible for the formal supervision of the case you will observe. Please follow the direction of your TAs and CPS faculty/supervisors during these activities. Your TAs will also prepare a WISC-V scoring workshop to support your learning in this area.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Specific Learning Outcomes Assessed
Class Participation (general group discussion, PBL contributions)	Throughout (includes effort in small group work)	30% total • 1/2 (15%) to be given October 10th by email • 1/2 (15%) given on Nov 28th by email	1-5, 9, 11
Test Administrations (WISC-V) 1. Peer recording 2. TA 3. Instructor	October 18th November 1st November 15th	30% total (10% each)	1, 6
Written Assignments 1. WISC-V description 2. WISC-V Interpretation 3. Mock Observations	October 3rd October 31st November 7th	Pass/fail (15 points each)	1, 5, 7, 8
Test Presentation	November 7th, 14th	15%	1-4, 10-11
Mock Report 1. Draft to TA 2. Final Submission	November 15th November 28th	25% Total • 15% • 10%	1, 3, 5, 7, 11

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

Course Resources

Recommended Texts:

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

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

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.

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

All assignments must be submitted to Dropbox on Courselink by the assigned deadline, by 11:59pm. A 3-point deduction will be applied immediately for late submissions, in addition to 3-points being deducted each additional day late. Please note that these policies are binding unless academic consideration is given to an individual student.

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 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 **November 29th, 2019**. For regulations and procedures for Dropping Courses, see the Schedule of Dates in the 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.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing 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.