

PSYC*6690, Course Outline: Fall 2020

General Information

**DUE to the COVID-19 pandemic, this course is offered in an alternative format.
Alternative Delivery Synchronous – AD-S Virtual: day and time for class lecture**

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 cognitive assessment. The course includes consideration of standards, ethics, uses, and interpretations of selected intelligence and cognitive measures with consideration for diverse populations and individual difference factors. 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, scoring and interpreting standardized cognitive measures, understanding psychometric principles behind test development and the properties of various cognitive assessment measures. The purpose of this course is to introduce students to the foundations of psychological assessment with a focus on cognition, 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 2020

Class Schedule and Location: Thursday: 12:00pm – 2:50pm, AD-S Virtual (Alternative Delivery Synchronous)

Instructor Information

Instructor Name: Kaitlyn McLachlan, Ph.D., C. Psych.

Instructor Email: kmclac02@uoguelph.ca

Office location and office hours: Virtual office hours via Zoom by appointment

GTA Information

GTA Name: Therese Kenny

GTA Email: kennyt@uoguelph.ca

GTA Name: Katie Niven

GTA Email: kniven@uoguelph.ca

GTA office location and office hours: Virtual, via Zoom, as needed.

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 testing in children and adolescents.
2. Delineate major theoretical perspectives and history of cognitive and intellectual assessment in psychology.
3. Apply knowledge of equity and diversity-related issues relevant from both historical and contemporary practice perspectives in psychological assessment with a focus on cognitive/intellectual assessment in response to case problems.
4. Apply knowledge of ethical principles and professional practice standards related to psychological assessment in case problems and practical skill development.
5. Identify and delineate psychometric considerations relevant to the development, standardization, and selection of psychological measures with a focus on cognition and intelligence in children and adolescents.
6. Demonstrate developing knowledge and skills in administration of the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V), accurate scoring of the WISC-V, and developing skill in interpreting findings from the WISC-V.
7. Write a mock psychological assessment report synthesizing presenting concerns/case history; behavioural observations; test interpretation (WISC-V), case conceptualization, and recommendations.
8. Present feedback regarding overall cognitive functioning based on a mock psychological assessment in a child and/or adolescent.
9. Synthesize knowledge of evidence-based approaches and practical aspects of cognitive assessment of children and adolescents using telepractice methods via a presentation and report.
10. 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
<p>Professionalism & Interpersonal Relationships</p> <p>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.</p> <p>3. 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>4. Establishes and maintains trust and respect in the professional relationship (e.g., follows-through on commitments, proactively seeks out supervision when necessary).</p> <p>5. Establishes and maintains professional relationships with clients from all populations served and appropriate interdisciplinary relationships with colleagues and learners.</p> <p>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).</p>	<p>Basic</p> <p>Basic</p> <p>Basic</p> <p>Basic</p>	<p>3, 4, 5, 7, 9,</p> <p>11</p> <p>4, 6, 11</p> <p>3, 11</p> <p>3, 11</p>
<p>Assessment & Evaluation</p> <p>1. Demonstrates knowledge of human populations served and human development.</p> <p>2. Demonstrates skill in formulating appropriate referral questions.</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>Basic</p>	<p>3, 5, 7, 8</p> <p>8, 9</p> <p>1, 3, 5, 10</p> <p>5, 8, 10</p> <p>8, 9</p> <p>8, 9</p> <p>8, 9</p>
<p>Intervention and Consultation</p> <p>2. Demonstration knowledge of the relation between assessment and intervention.</p>	<p>Basic</p>	<p>8, 9</p>
<p>Research</p>	<p>Basic</p>	<p>2, 5, 10</p>

CCAP Competency & Facets	Level	Specific LOs
<ul style="list-style-type: none"> 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). 4. Demonstrates knowledge and skill in statistical and analytic approaches, and measurement theory, and their application to scientific inquiry. 7. Engages in effective communication (oral, written, visual) and dissemination of research (one's own research and broader literature) to diverse audiences. 	<ul style="list-style-type: none"> Basic Basic 	<ul style="list-style-type: none"> 5 9, 10
<p>Ethics and Standards</p> <p>Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology.</p> <ul style="list-style-type: none"> 1. 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. 	<ul style="list-style-type: none"> Basic Basic Basic 	<ul style="list-style-type: none"> 1, 3 1, 3 1, 3, 11
<p>Supervision</p> <ul style="list-style-type: none"> 1. Demonstrates knowledge of the multiple roles, responsibilities, and acquisition of competencies in supervision (i.e., of supervisor and supervisee). 3. Demonstrates knowledge of the ethical, legal, and contextual issues of supervision (including both supervisor and supervisee). 5. Demonstrates knowledge of the ethical, legal, and contextual issues of supervision (including both supervisor and supervisee). 	<ul style="list-style-type: none"> Basic Basic Basic 	<ul style="list-style-type: none"> 4, 11 4, 11 4, 11

Lecture Content & Schedule:

Please review this schedule together with assignment descriptions and rubrics, and course assignment deadlines. We will meet weekly throughout the term during scheduled class times virtually. Students will also be expected to practice and demonstrate test administration skills outside of scheduled class times, including during virtual 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.

Week 1: Welcome, Course Outline, Introduction to PBL

Thursday September 10 – Wednesday September 16

Weekly Activities:

- Familiarize yourself with the course structure, timeline, and schedule of assessments by reviewing the Course Outline and material posted to Courselink
- Review: 'Steps in Problem-based learning: Solving scenarios' in the PBL Steps in Problem Solving folder on Courselink
- Test your technology: Ensure your device can connect to Zoom and contact instructor if you run into challenges
- Setup and practice accessing CPS folder access with TA support
- Plan communication approaches for PBL collaborative learning as a group
- Begin research for problem #1 (Ethics and Test Security).

Class Activities:

- Attend Synchronous Instructor-facilitated zoom meeting (12:00pm – 2:50pm)
 - Welcome! Introductions and orientation to the course
 - Discuss and co-develop norms for learning online together
 - Discuss and begin brainstorming the telepractice assignment
 - Problem #1: Ethics: Review problem and plan for weekly activities

Assessments:

- Submit individual reflection characterizing contributions and learning for problem #1 (Ethics) in advance of class for Week 2. Submit your reflection to the Dropbox folder on Courselink by 11:59pm on Wednesday, September 16, 2020.

Readings:

- Wiggins, S., Chiriac, E. H., Abbad, G. L., Pauli, R., & Worrell, M. (2016). Ask not only '[What can problem-based learning do for psychology?](https://doi.org/10.1177/1475725716643270)' but '[What can Psychology do for problem-based learning?](https://doi.org/10.1177/1475725716643270)' A review of the relevance of problem-based learning for psychology teaching and research. *Psychology Learning & Teaching*, 15(2) 136-154. <https://doi.org/10.1177/1475725716643270>
- Wood, D. F. (2003). [ABC of learning and teaching in medicine: Problem based learning](https://doi.org/10.1136/bmj.326.7384.328). *British Medical Journal*, 326(7384) 328-330. <https://doi.org/10.1136/bmj.326.7384.328>
- Dombrowski, S. C. (2015). [Purpose of psychoeducational assessment and report writing](https://doi.org/10.1007/978-1-4939-1911-6). In S. C. Dombrowski (Ed.) *Psychoeducational assessment and report writing* (pp. 3-6). Springer. <https://doi.org/10.1007/978-1-4939-1911-6>
- Dombrowski, S. C. (2015). [The psychoeducational assessment process](https://doi.org/10.1007/978-1-4939-1911-6). In S. C. Dombrowski (Ed.) *Psychoeducational assessment and report writing* (pp. 7-14). Springer. <https://doi.org/10.1007/978-1-4939-1911-6>

Week 2: Ethics and Professional Practice (PBL)

Thursday September 17 – Wednesday September 23

Weekly Activities:

- Arrange through TAs to pick up WISC-V (physical kits or iPad administration kits)
- Begin exploring the WISC-V *after* presenting the ethics problem in class, review manual PDF for familiarity regarding test structure

- Watch WISC-V administration video (saved in CPS folder, see TAs for support)
- Begin research for problem #2 (History and Theory)
- Continue work on group telepractice assignment

Class Activities:

- Attend Synchronous Instructor-facilitated zoom meeting (12:00pm – 2:50pm)
 - Check-ins, housekeeping, and debriefs
 - Present PBL response to problem #1: Ethics
 - Review objectives, format, and plan for telepractice assignment including roles and responsibilities
 - Problem #2: History and theory: Review problem and plan for weekly activities.

Assessments:

- None

Readings:

- Standard of Professional Practice (2017) College of Psychologists of Ontario
<http://www.cpo.on.ca/WorkArea/DownloadAsset.aspx?id=1716>
- [CPA Canadian Code of Ethics for Psychologists](https://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf): Fourth Edition (2017)
https://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf
- Dombrowski, S. C. (2015). [Special issues in psychoeducational assessment and report writing](https://doi.org/10.1007/978-1-4939-1911-6). In S. C. Dombrowski (Ed.) *Psychoeducational assessment and report writing* (pp. 339-344). Springer. <https://doi.org/10.1007/978-1-4939-1911-6>

Week 3: Practical Workshop: Unpacking the WISC-V (TA Facilitated)

Thursday September 24 – Wednesday September 30

Weekly Activities:

- Familiarize yourself with the test manual and organizational structure of the WISC-V and come to the workshop prepared to ‘unbox’ the WISC-V and learn about both the traditional and iPad facilitated administration formats
- Watch the WISC-V demonstration video with a focus on the core subtests in advance of class to support familiarity and inform discussions
- Continue research for problem #2 (History and Theory)
- Continue work on group telepractice assignment

Class Activities:

- Attend Synchronous TA-facilitated zoom meeting (12:00pm – 2:50pm)
 - Check-ins, housekeeping, and debriefs
 - TAs will lead a virtual workshop demonstrating both the traditional WISC-V administration kit and materials, as well as the iPad administered version of the measure, using breakout rooms.
 - Check in on brainstorming the telepractice assignment.

Assessments:

- Submit individual reflection characterizing contributions and learning for problem #2 (History and Theory) in advance of class for Week 4. Submit your reflection to the Dropbox folder on Courselink by 11:59pm on Wednesday, September 30, 2020.

Readings:

- Engi Raiford, S. (2018). The Wechsler Intelligence Scale for Children – Fifth Edition Integrated. In D. P. Flanagan & E. M. McDonough (Eds.) *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed. pp. 302-332).
- Dombrowski, S. C. (2015). [The psychoeducational assessment process](https://doi.org/10.1007/978-1-4939-1911-6). In S. C. Dombrowski (Ed.) *Psychoeducational assessment and report writing* (pp. 7-16). Springer. <https://doi.org/10.1007/978-1-4939-1911-6>

Week 4: History and Theory (PBL)

Thursday October 1 – Wednesday October 7

Weekly Activities:

- Practice to familiarity individually and in groups the WISC-V Primary subtests
- Ensure familiarity with the process of scoring the Primary subtests, the factor structure, and deriving the total raw scores, scaled scores, index scores, percentile ranks, confidence intervals, qualitative descriptions, SEM, and primary analysis of index and subtest level strengths and weaknesses (workshop focus)
- Review readings for “Psychometrics” problem to ensure familiarity with relevant validity and reliability considerations
- Begin research for problem #3 (Psychometrics)
- Continue work on group telepractice assignment

Class Activities:

- Attend Synchronous Instructor-facilitated zoom meeting (12:00pm – 2:50pm)
 - Check-ins, housekeeping, and debriefs
 - Present PBL response to problem #2: History and Theory
 - Check in on brainstorming the telepractice assignment
 - Problem #3 (Psychometrics): Review problem and plan for weekly activities

Assessments:

- None

Readings:

- Wasserman, J. D. (2018). The origins of intellectual assessment: The unfinished tapestry. In D. P. Flanagan & E. M. McDonough (Eds.) *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed. pp. 3-55).
- Kamphaus, R. W., Winsor, A. P., Rowe, E. W., & Kim, S. (2018). A history of intelligence test interpretation. In D. P. Flanagan & E. M. McDonough (Eds.) *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed. pp. 56-72).

Week 5: Practical Workshop: WISC-V Scoring (TA Facilitated)

Thursday October 8 – Wednesday October 14

Weekly Activities:

- Practice to familiarity individually and in groups the WISC-V Primary subtests
- Ensure familiarity with the process of scoring the Primary subtests, the factor structure, and deriving the total raw scores, scaled scores, index scores, percentile ranks, confidence intervals, qualitative descriptions, SEM, and primary analysis of index and subtest level strengths and weaknesses (workshop focus).
- Review the more advanced scoring steps for Index scores, base rates, and contrasts so that you are prepared to fully engage in the workshop.
- Ensure familiarity with the WISC-V protocol to be scored in class
- Continue research for problem #3 (Psychometrics)
- Continue work on group telepractice assignment
- Complete mock scoring protocol due next week

Class Activities:

- Attend Synchronous TA-facilitated zoom meeting (12:00pm – 2:50pm)
 - Check-ins, housekeeping, and debriefs
 - Your TAs will lead you through a “hands-on” workshop focused on scoring the WISC-V
 - Check in on group telepractice assignment

Assessments:

- Submit individual reflection characterizing contributions and learning for problem #3 (Psychometrics) in advance of class for Week 6. Submit your reflection to the Dropbox folder on CourseLink by 11:59pm on Wednesday, October 14, 2020.

Readings:

- TBD

Week 6: Psychometrics (PBL)

Thursday October 15 – Wednesday October 21

Weekly Activities:

- Practice to familiarity individually and in groups the WISC-V Primary subtests
- Begin research for problem #4 (Diversity)
- Continue work on group telepractice assignment

Class Activities:

- Attend Synchronous Instructor-facilitated zoom meeting (12:00pm – 2:50pm)
 - Check-ins, housekeeping, and debriefs
 - Present PBL response to problem #3: Psychometrics
 - Check in on brainstorming the telepractice assignment

- Problem #4: Diversity, Equity, Inclusion: Review problem and plan for weekly activities.

Assessments:

- Submit proposal and outline for group telepractice assignment to Dropbox via Courselink on or before 11:59pm, Wednesday, October 21, 2020.
- Submit hand scored WISC-V protocol to CPS folder by 11:59pm on Thursday, October 15, 2020.

Readings:

- Suhr, J. (2015). "Knowing what's under the hood": Psychometric considerations. In J. Suhr (Ed.). *Psychological assessment: A problem-solving approach*. Guilford Press: New York.
- Montgomery, A., Torres, E., & Eiseman, J. (2018). Using the joint-standards to evaluate the validity evidence for intelligence tests. In D. P. Flanagan & E. M. McDonough (Eds.) *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed. pp. 841-852).
- Canivez, G., Watkins, M., & Dombrowski, S. (2017). [Structural validity of the Wechsler Intelligence Scale for Children](http://dx.doi.org/10.1037/pas0000358)—Fifth Edition: Confirmatory factor analyses with the 17 primary and secondary subtests. *Psychological Assessment*, 29, 458-472. <http://dx.doi.org/10.1037/pas0000358>

Week 7: Practical Workshop: Interpretation (Instructor & TA Facilitated)

Thursday October 22 – Wednesday October 28

Weekly Activities:

- Review mock interpretive case and profile for workshop
- Prepare for practice virtual WISC-V administration session due this week
- Continue research for problem #4 (Diversity)
- Continue work on group telepractice assignment
- Arrange to return WISC-V kits to CPS following TA administration session
- Begin work on first draft of mock report due in a few weeks
- Prepare WISC-V description assignment for submission next week

Class Activities:

- Attend Synchronous Instructor/TA-facilitated zoom meeting (12:00pm – 2:50pm)
 - Check-ins, housekeeping, and debriefs
 - Instructor and TAs will co-facilitate a workshop wherein we discuss approaches to interpreting the WISC-V and interpretation considerations more generally in the context of cognitive and intellectual assessment
 - Practice steps to interpretation in breakout rooms with a mock case activity and WISC-V profile

Assessments:

- Participate in your practice virtual WISC-V administration with a TA this week via Zoom.
- Submit individual reflection characterizing contributions and learning for problem #4

(Diversity) in advance of class for Week 8. Submit your reflection to the Dropbox folder on Courselink by 11:59pm on Wednesday, October 28, 2020.

Readings:

- Sattler, J. M., Dumont, R., & Coalson, D. (2016). Interpreting the WISC-V. In J. M. Sattler, J. M., R. Dumont, & D. Coalson (Eds.). *Assessment of Children WISC-V and WPPSI-IV*. Sattler: La Mesa, California.
- 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>

Week 8: Diversity, Equity, Inclusion and safe practices in Psychological Assessment (PBL)

Thursday October 29 – Wednesday November 4

Weekly Activities

- Practice to familiarity alternative administration format of WISC-V
- Begin research for problem #5 (Feedback)
- Continue work on group telepractice assignment
- Arrange to pick up sanitized WISC-V kits this week
- Continue work on first draft of assessment report due later this week

Class Activities:

- Attend Synchronous Instructor-facilitated zoom meeting (12:00pm – 2:50pm)
 - Check-ins, housekeeping, and debriefs
 - Present PBL response to problem #4: Diversity
 - Check in on telepractice assignment
 - Problem #5 (Feedback): Review problem and plan for weekly activities

Assessments:

- Submit mock WISC-V description to CPS folder on or before 11:59 pm, October 29, 2020

Readings:

- Ortiz, S. O., Piazza, N., Ochoa, S. H. (2018). Testing with culturally and linguistically diverse populations: New directions in fairness and validity. In D. P. Flanagan & E. M. McDonough (Eds.) *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed. pp. 684-714).
- 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](https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf). Ottawa: CPA. https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf
- Valibhoy, Tucker, & Baker (2016). Cognitive assessment of refugee children: Effects of trauma and new language acquisition. *Transcultural Psychiatry*, 53, 81-109. DOI:

10.1177/136346151561Flanagan & Harrison (2018). Chp. 25: Testing with culturally and linguistically diverse populations: New directions in fairness and validity.

Week 9: Practical Workshop: Writing your first report (Instructor & TA Facilitated)

Thursday November 5 – Wednesday November 11

Weekly Activities:

- Practice to familiarity alternative administration format of WISC-V
- Continue research for problem #5 (Feedback)
- Continue work on group telepractice assignment
- Complete first draft of assessment report due later this week

Class Activities:

- Attend Synchronous Instructor/TA-facilitated zoom meeting (12:00pm – 2:50pm)
 - Check-ins, housekeeping, and debriefs
 - Instructor and TAs will co-facilitate a workshop addressing common approaches and components to writing psychological assessment reports
 - Sample reports and approaches to developing psychological assessment reports will be reviewed in breakout rooms
 - Check in on group telepractice assignment

Assessments:

- Submit your first report via your CPS folder by Wednesday, November 18 @ 11:59pm. TAs will provide feedback within one week.
- Submit draft/scripts/lit review for group telepractice assignment via CPS folder

Readings

- Dombrowski, S. C. (2015). [General guidelines on report writing](https://doi.org/10.1007/978-1-4939-1911-6). In S. C. Dombrowski (Ed.) *Psychoeducational assessment and report writing* (pp. 63-74). Springer. <https://doi.org/10.1007/978-1-4939-1911-6>
- Dombrowski, S. C. (2015). [Assessment results](https://doi.org/10.1007/978-1-4939-1911-6). In S. C. Dombrowski (Ed.) *Psychoeducational assessment and report writing* (pp. 89-98). Springer. <https://doi.org/10.1007/978-1-4939-1911-6>

Week 10: Practical Workshop: Observing Behaviour (Guest Visit: Arlene Young)

Thursday November 12 – Wednesday November 18

Weekly Activities:

- Practice to familiarity alternative administration format of WISC-V
- Continue research for problem #5 (Feedback)
- Continue work on group telepractice assignment
- Review feedback from first draft of mock report and begin revisions

Class Activities:

- Attend Synchronous Guest-facilitated zoom meeting (12:00pm – 2:50pm)
 - Check-ins, housekeeping, and debriefs
 - Dr. Young will lead the group through practical activities designed to strengthen observation skills in the context of psychological assessment and cognitive testing in particular
 - Practice your skills in breakout rooms
 - Check in on group telepractice assignment

Assessments:

- Submit individual reflection characterizing contributions and learning for problem #5 (Feedback) in advance of class for Week 11. Submit your reflection to the Dropbox folder on CourseLink by 11:59pm on Wednesday, November 18, 2020.

Readings

- Dombrowski, S. C. (2015). [Observing the child](#). In S. C. Dombrowski (Ed.) *Psychoeducational assessment and report writing* (pp. 43-62). Springer. <https://doi.org/10.1007/978-1-4939-1911-6>

Week 11: Feedback (PBL)

Thursday November 19 – Wednesday November 25

Weekly Activities:

- Prepare for instructor WISC-V administration this week
- Revise first draft of mock report based on TA feedback for resubmission next week
- Finalize group telepractice assignment
- Aren't you glad there aren't any more problems? 😊
- Continue work on group telepractice assignment
- Continue revisions for final mock report submission next week

Class Activities:

- Attend Synchronous Instructor-facilitated zoom meeting (12:00pm – 2:50pm)
 - Check-ins, housekeeping, and debriefs
 - Present PBL response to problem #5: Feedback

Assessments:

- Participate in mock virtual WISC-V administration session with instructor this week
- Submit draft of mock assessment report to CPS folder on or before 11:59pm on November 19, 2020.

Readings

- Suhr, J. (2015). Feedback and report writing. In J. Suhr (Ed.). *Psychological assessment: A problem-solving approach* (pp. 239-266). Guilford Press: New York.
- Wright, J. (2010). Providing feedback. In J. Wright (Ed.). *Conducting psychological assessment: A guide for practitioners*. New Jersey: Wiley.

- Smith, S., Wiggins, C., & Gorske, T. (2007). A survey of psychological assessment feedback practices. *Assessment*, 14, 310-319. DOI: 10.1177/1073191107302842

Week 12: Feedback: Evaluations & Course Wrap-up

Thursday November 26 – Wednesday December 2

Weekly Activities:

- Finalize revisions to mock report and prepare to submit for the end of this week
- Return WISC-V kits to CPS this week
- Course evaluations are available to complete (time will be set aside for you to do so)

Class Activities:

- Attend Synchronous Instructor-facilitated zoom meeting (12:00pm – 2:50pm)
 - Check-ins, housekeeping, and debriefs
 - Present and discuss group telepractice assignment and reflect on learning
 - Reflect on successes and opportunities for improvement on the course and online learning experience

Assessments:

- Submit final materials for group telepractice assignment to CPS folder before class on Thursday November 26, 2020.
- Submit final version of report for instructor evaluation to CPS folder on or before 11:59 pm, Wednesday December 2, 2020.

Readings:

- None. We did it! 😊

Class Format

All class sessions will be held online, synchronously, using the Zoom platform. Everyone should plan to attend together during the weekly scheduled session time. We will take breaks, discuss strategies for screen fatigue, and develop a fun and engaging approach for learning together during this time.

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 and demonstrations.

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 completed during class time. 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 pique 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 focus 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 course outline. In exceptional circumstances, changes may need to be made to the course outline. In such cases, I will announce the changes in class as soon as possible as well as on Courselink and by email.

Your Role and Responsibilities:

Be an engaged learner. Come prepared for class, complete the readings and assigned activities, and think through problems and materials in advance. 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 with a focus on respectful engagement. 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-V, and the development of your clinical writing skills. Your TAs will provide you timely and constructive feedback to practical and written assignments and will be available to support your learning needs by virtually or by email. They were in your seat not too long ago and form a valuable resource in your learning.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Class Participation (general group discussion, PBL contributions)	Throughout (includes effort in small group work)	30% total <ul style="list-style-type: none">• 15%: October 15• 15%: December 2	1-5, 9, 11
Test Administrations (WISC-V) 1. TA 2. Instructor	October 22-28 November 19-25	10% total (complete/incomplete)	1, 6
Written Assignments 1. Hand scored WISC-V protocol 2. WISC-V description	October 15 October 29	10% total (complete/incomplete)	1, 5, 7, 8
Group Telepractice Assignment	November 26	25%	1-6, 9-10
Mock Report 1. Draft to TA 2. Final Submission	November 19 December 2	25% Total <ul style="list-style-type: none">• 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.

Dombrowski, S. C. (Ed.). (2015). *Psychoeducational Assessment and Report Writing*. Springer: New York. <https://doi.org/10.1007/978-1-4939-1911-6>

Other Resources:

Additional resources will be posted to Courselink in the 'Content' section of the course on an as needed basis. The course will operate and be organized based in Courselink and you are encouraged to familiarize yourself with features of this learning management system early in the course.

Course Policies

Grading Policies

All assignments must be completed on time during scheduled meetings or submitted to CPS folders by the assigned deadline. Everyone will be allowed a one-time '48-hour extension for no reason and any reason' during the course. Simple 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. That said, 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 do not need you to divulge personal health or other concerns unless doing so would be helpful for you. In this case, I will be happy to try and help. Otherwise, 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. 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.

Student Rights and Responsibilities when Learning Online

Privacy Rights. Lectures held via Zoom may be recorded for the purpose of teaching and evaluation. As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor.

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.

Integrity and Security of Test Materials

Your instructor and TAs will provide you with information regarding procedures for obtaining access to assessment materials. Responsible professional conduct requires that you exercise careful control over the integrity and security of test materials. Please familiarize yourselves with the readings for Week 2/Ethics problem. Recognize that you are learning about psychological assessment, including tools and test materials, under the supervision of your Instructor, a Member of the College of Psychologists of Ontario. Psychologists must at all times endeavour to maintain the integrity of psychological tests, and may not supply test materials, forms, or manuals to unqualified users. Psychologists must protect the security of tests and respect test copyright. Test material, such as test questions and stimuli, manuals, and protocols should not be released, except as required by law. Access to test protocols and materials should be restricted to licensed psychologists and those under direct supervision.

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 December 04, 2020. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). Instructors must still [provide meaningful and constructive feedback to students prior to the 40th class](#) day. See 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.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website [<https://news.uoguelph.ca/2019-novel-coronavirus-information/>] and circulated by email.

Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.