



Psyc 673

Psychopathology and Psychological Assessment of Children

Winter 2019

Instructor:	Dr. Sheri Madigan	Lecture date/time:	Tues. 9:00-11:50
Phone:	403-220-6826	Lecture location:	EDC 286
Email:	sheri.madigan@ucalgary.ca	Lab date/time:	Mon. 15:00-18:50
Office:	Admin 131E	Lab location:	EDC 286
Office Hours:	Available upon request		
TA's:	Vivian Kwan	Michelle Zepeda	Jessy Cooke (marking)
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TA office hours:	Email to arrange		

1. Course Description and Goals

The purpose of this course is to gain an understanding of basic principles and approaches to psychological assessment and acquire knowledge and practical skills in the administration, interpretation, and communication of frequently used psychological tests. The practical skills component will involve learning about behavioural observations, learning to administer the WISC-V and the WIAT-III, with exposure to other commonly used academic tests. This course also aims to develop foundational understanding of child psychopathology including the diagnostic criteria of, and psychological measures typically used to assess, childhood disorders.

The course will review the purposes and components of cognitive, academic, behavioral, and social-emotional assessment. This review will include the role and content of interviews, file reviews, behavioral observations, and standardized questionnaires (e.g., Conners-3, CDI-2, MASC-2) and tests (e.g., WISC-V, WIAT-III). Elements of informal assessment, case formulation, clinical recommendations, and report writing will also be reviewed and developed. Given the focus and time constraints of this course, test development and psychometric principles will not be covered. Students are encouraged to pursue self-directed learning on these topics through readings and conversations with future supervisors.

Lectures: Each lecture and assignment is specifically designed to develop foundational clinical skills and knowledge that will support learning and development in future placements. Class attendance is mandatory-missing a lecture or a lab will put you significantly behind. Participation will be important and **students must come to class prepared**. This course covers core skills required for registration as a psychologist.

Labs: This course has a skills-oriented lab component. Students are encouraged to assist each other with video recordings and consult their group if they are unsure of procedural instructions and the many details that need to be absorbed in this course. If the question is not answered, consulting the teacher assistants or instructor is encouraged. The lab portion of this course primarily aims to develop administration, scoring, and communication skills. The lab will include instruction, opportunities for questions and uncertainties to be answered, and observation of clinical skills with feedback. The course assignments and lab components will necessitate a significant amount of time and effort. Although committing the necessary time and effort will ensure students have acquired the knowledge and skills they require for future placements, the commitment also reflects the level of responsibility assumed as a psychologist-in-training. **Note: Students are responsible for bringing all testing material to the lab.**

Immediate Special Instructions

- a. Students should immediately purchase a standard stopwatch (that DOES not beep or can be fixed not to beep) and test protocols from the Clinical Test Library for the WISC-V and WIAT-III. Use photocopies of the protocols for practicing.
- b. Outside of class, each student will be required to conduct 2 assessments (with children that are NOT suspected of having ANY learning difficulties or behavioural problems). Students need to find two different children to assess (one must be 11-16 years of age and one between 6-10 years of age; ensure your two assessment children are three years apart in age). Students are advised to begin recruiting subjects and reserving equipment as soon as the course begins with actual test administrations and scoring starting soon. Students will need to plan on testing children for approximately two, three-hour blocks. Let Dr. Madigan know immediately if you would like her to help you find a volunteer.

2. Required Text

- a. Sattler, J. M. (2017). *Assessment of Children: Cognitive Foundations and Applications (6th ed.)*. San Diego, CA: Jerome M. Sattler, Publisher, Inc.
 - Note: The Sattler text is especially recommended for purchase for students planning to claim competency in child assessment. It is suggested that students may share the text and the instructor has copies that may also be loaned to students. It is available at the bookstore or can be obtained online via http://www.sattlerpublisher.com/cog6e_order.htm
- b. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Arlington, VA: American Psychiatric Publishing.

Both are available through the Bookstore for purchase. The following books are recommended and likely useful for current and future clinical practice:

- a) Braaten, Ellen. (2007). *The Child Clinicians Report-Writing Handbook*. New York, NY: The Guilford Press.
- b) Weiss, L., Saklofske, D., Holdnack, J., Prifitera, A. *WISC-V Assessment and Interpretation: Scientist-Practitioner Perspectives*. American Press.
- c) The *Essentials Handbook Series* (e.g., *Essentials of WISC-V Assessment*; Wiley publishing)

3. Evaluation

Assignments	Grade Value	Due Date
i. Assessment Practice 1	10%	Feb 26
ii. Assessment Practice 2	20%	Mar 26
iii. Integrated Case Interpretation and Report Write Up	20%	Apr 16
iv. Critical Test Presentation	15%	See course schedule
v. Feedback session	10%	April 9
vi. Class and lab participation	10%	n/a
vii. Small Class Assignments		
a. Behavioral Observations Write-Up	5%	Feb 5
b. WISC Cheat Sheet	2.5%	Feb 5
c. WIAT Cheat Sheet	2.5%	Feb 12
d. Practice Integration and Case Formulation	2.5%	Mar 19

e. Recommendations	2.5%	Apr 2
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Note: Although the TA's are responsible for grading the Test Protocols and Video Recordings assignment, they are not to be contacted to debate assigned grades. Such inquiries should be directed to the instructor, via an appointment, to discuss the areas of concern. The TA's can be contacted if an error in grading is found and/or a student desires further understanding of clinical principles.

i-ii. Assessment Practice 1 & 2

The purpose of this assignment is to learn to administer, score, and interpret a basic battery of psychological and educational tests. Students will administer the tests listed below to one child between the ages of 6-10 and another between ages of 11-16. These children are not suspected to have learning or emotional problems. Students are required to score the test protocols in accordance with the instructions in the test manuals. *This assignment and grading scheme were designed to ensure students can competently (i.e., with standardization required for valid and reliable results) administer and score standardized assessment measures during their initial practicum placements.*

Practice #1 – DUE **February 26**(10%)

- Videotaped administration of WISC-V and WIAT-III.
- Scoring of protocols.
- No report write-up required.
- Testing scheduled between Feb 12-20

Practice #2 - DUE **March 26** (20%)

- Videotaped administration of WISC-V and WIAT-III.
- You will be responsible for scoring of protocols, writing up **behavioural observations and results ONLY** (background, summary and recommendations not needed).
- Testing scheduled between March 6-15.

Professionalism: You will be working with children and adolescents; therefore you are expected to act professionally. This includes: **professional attire** in applied settings, being courteous and respectful of children (and their parents) and keeping appointments (plan to be at least 15 minutes early for all appointments to get organized).

Ethical Issues with reporting: You are just beginning to learn how to administer tests. Therefore, do not share the results of your tests with your “client or parent”. Simply tell them that you are testing for practice purposes and that you are learning how to follow a standardized test procedure. Give parents a consent form that states that the purpose of testing is for practice. Specifically, you need to explain to parents that you are in training and are practicing the administration of these tests for the first time; test scores are not valid from these administrations. Parents need to understand **BEFORE CONSENTING** that there will be no formal feedback (via a report) or recommendations from this practice of the test administration, but that they will receive a brief written feedback form after the assessment is completed.

Confidentiality: Please use initials on all protocols and disguise any background information so that examinees are not identifiable. Information about the examinees should not be discussed with anyone outside of this class. This is confidential information and you must treat it as such.

Mastery criterion: When training, it is EXTREMELY important that all 673 students have demonstrated that they can administer and score valid tests to a set mastery level. If a test is not administered and/or scored to the acceptable level, then the **student may be asked to re-administer a test until mastery is achieved.**

iii. Integrated Case Interpretation and Report Write Up – 20%

The purpose of this assignment is to learn to write a comprehensive assessment report that includes the following sections: Reason for Referral, Background Information, Behavioral Observations, Assessment Results, Formulation, and Recommendations. You will be provided with pre-scored assessment material for this assignment on **April 9**, which you will use to write your report. Students are encouraged to utilize materials gathered throughout the course and lab (e.g., description of standardized tests) to develop and write their assessment reports. The report should be approximately eight single spaced pages (excluding recommendations) and include only 5-6 key recommendations.

iv. Critical Test Presentation – 15%

Each student will develop and give a 40-minute presentation (+5 minutes for questions/discussion; strict time limit) on a test. Include the purpose, common uses, subtest/alternative forms, research regarding validity/reliability, strengths and weaknesses of the test, general points on how to score the tests. You should emphasize describing the test(s) and highlighting its purposes, common uses, subtest explanations (if relevant), and especially strengths and weaknesses. Your presentation should include how you think a child would function in school or at home, if they scored high versus low on each index or equivalent score. Be sure to demonstrate administration of the trickier subtests to keep the focus practical. **Due: See Course Schedule**

Students will select from the following list of tests for the presentation:

- Wechsler Preschool and Primary Scale of Intelligence (WPPSI-IV)
- Bayley Scales of Infant Development
- Woodcock Johnson – Tests of Cognitive Abilities
- Woodcock Johnson - Tests of Achievement
- Children’s Memory Scale (CMS)
- Wide Range Assessment of Memory and Learning (WRAML2)
- Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th edition (VMI)
- A Developmental **NEuroPSY**chological Assessment (NEPSY – II)

v. Mock Feedback Session (10%)

The student will illustrate the diagnostic criteria and process of assessment by giving “Feedback” for a mock assessment he/she completed. This “Feedback” will mimic a *detailed* feedback session delivered to parents or teachers at the conclusion of an assessment. The “Feedback” must include the reason for referral, relevant background information, behavioral observations, assessment results, basic clinical formulation, and recommendations. You will be presented with a case, to be given out a week before the mock feedback assignment. *The information must be presented in a manner that can be understood and followed by parents and avoid technical terms and psychological jargon.* This feedback session will take place during the last day of class, and will be conducted in front of the instructor and TA’s.

vi. Class Participation – 10%

Students will be given an overall grade for in-class participation reflecting understanding of class discussion and the weekly assigned readings. To get an excellent grade, students must make regular, insightful commentary reflecting the weekly readings in class, participate in class discussions and have excellent attendance.

vii. Small Class Assignments:

1. ***Behavioral Observations Write-Up (5%)***. This assignment is designed to develop observation skills and both knowledge and skills for writing the Behavioral Observations section of an assessment report. Students will view a clinically relevant video provided by the instructor and make observations related to the behavior, affect or emotions, and interactions of those in the video.

2. **WISC-V– One page cheat sheets (2.5%)** Together with another classmate, you will be required to hand in two 1-page (back and front max) clinical cheat sheets for the WISC-V. More details will be provided in class.
3. **WIAT-III – One page cheat sheets (2.5%)** Together with another classmate, you will be required to hand in two 1-page (back and front max) clinical cheat sheets for the WIAT-III. More details will be provided in class.
4. **Practice Integration and Case Formulation (2.5%).** Generate a summary based on assessment information provided.
5. **Recommendations (2.5%).** Write a list of 6-8 Calgary-friendly recommendations (for the diagnosis that will be assigned to you).

Important Dates and Course Information for Students
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Note: The content of Lectures and Labs may change slightly, based on student feedback and needs.

Class	Topic	Readings
1	Basic Principles of Child Assessment and Assessment Challenges; Debate: To diagnose or not diagnose!?	Sattler Ch. 1, 2 (see especially pp. 30-32), & 6 Cicchetti & Cohen (1995) Flanagan & Caltabiano (2004)
2	Informed Consent; Establishing rapport; Intellectual Disability	Sattler Ch. 6 (pp. 183-195) CAP standards of practice (pages 3-4; 11-14) CAP Practice Alert: Informed Consent for Minors CAP Practice Alert: Mature Minors Abrams & Goodman (1998) Intellectual Disability articles: TBD
3	Behavioural Observations (Guest Lecture: Dr. Sandra Mish), Specific Learning Disabilities	Sattler Ch. 6 (pp. 195-206) & Ch. 18 (pp.714-715) SLD articles: TBD
4	Referrals, Intake Interviews; ADHD	Sattler Ch. 6 Example Referrals ADHD articles: TBD
5	Student Presentation on Wechsler Preschool and Primary Scale of Intelligence (WPPSI-IV) and the Bayley Scales of Infant Development; Report Writing	Sattler Ch. 18 Weiner (1985) Weiner & Kohler (1986) Mastoras et al. (2011) Groth-Marnat (2006)
READING BREAK		
6	Student Presentations on WJ- Tests of Cognitive Abilities and WJ- Tests of Achievement; report writing	Sattler Ch. 18

7	Student Presentations on WRAML and CMS	N/A
8	Case Formulation (Guest Lecture: Dr. Jerilyn Ninowski).	Havighurst & Downey, 2009 Canivez & Watkins Kaufman Ch 7-8; Weiss Ch 3-4
9	Student Presentation on VMI; Recommendations	N/A
11	Student Presentation on NEPSY; Diversity in Assessment	Sattler Ch. 5 Mushquash & Bova (2007)
12	Assessment Feedback (Guest Lecture: Dr. Taryn Fay-McClymont); In class exercises on Feedback	Feedback that Sticks Ch. 1
13	Mock feedback sessions	

Lab	Topic	Readings and Preparation
1 Jan 21	WISC-V Administration & Practice	Spend 2-3 hours practicing the WISC-V Readings: WISC manual; Sattler Ch. 9-11
2	WISC-V Administration & Practice	Spend 2-3 hours practicing the WISC-V Readings: Sattler Ch. 9-11; WISC manual; Weiss Ch 1 & 2
3	WIAT-III Administration & Practice	Spend 2-3 hours practicing the WIAT-III Readings: WIAT-III manual
4	WIAT-III Administration & Practice	Spend 2-3 hours practicing the WIAT-III Readings: WIAT-III Manual
	READING BREAK	
5	WISC/WIAT Practice and Interpretation	Readings: Canivez & Watkins; Kaufman Ch 8; Essentials of the WISC-V; Weiss Ch 3-4
6	Guest Lecture: Christina Tortorelli, Child Protective Services – Reporting Child Maltreatment	Readings: TBD
7	BASC, ABAS, Conners, MASC, CDI	Readings: review measures

8	Guest Lecture: Dr. Jessica Yott – Suicide Assessments in Youth	Readings: TBD
9	CMS and WRAML	Readings: review measures
11	CMS and WRAML	Readings: review measures
12	No lab	N/A

Grading, Assignment Submission, Lateness Penalties, and Missed Tests

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%

A- 85-89% B- 72-75% C- 59-62% F 0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Assignment Submissions: Assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in **at the beginning of class** (no exceptions!).

Lateness Penalty: Assignments received later than the due date will be penalized (10% per day that assignment is late). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the

decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca
Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is January 17, 2019.** Last day for registration/change of registration is **January 18, 2019.** The last day to withdraw from this course is **April 12, 2019.**

