



UNIVERSITY OF
CALGARY

Department of Psychology
Psychology 673 – Psychological Assessment of Children
Winter 2010 – Course Outline

Instructor:	Dr. Douglas Murdoch	Lecture Location:	Room <u>A135A</u> -- Administration Building University of Calgary
Phone:	403-955-8966	Lecture Days/Time:	Mondays 14:00 – 16:50.
Email:	dmurdoch@ucalgary.ca	Lab Time	Selected Fridays from 1:00 to 4:00
Office:	2 nd Floor, Richmond Road Diagnostic and Treatment Centre;	Lab Location	A248 (To be confirmed)
Office Hours:	By appointment	TA	Jeany Keates jkeates@ucalgary.ca 403-220-4955
		Office/hours	By appointment

Course Description and Goals

The overall focus of this course is the core knowledge and skills relevant to the psychological assessment of children and their families and how these are both similar to and unique from adult assessment.

“It has not been sufficiently recognized that providing services to children and families requires special skills that go beyond adult work. Psychological disorders of childhood and the corresponding assessment procedures and treatment methods for children are often quite different from those used with adults. Frequently, it is more difficult and complicated to work with a whole family than with an individual adult. The parents of the disturbed child may have mental disorders, substance abuse problems, or both, which contribute to their child’s disorders and which may complicate the provision of services to the familyServices to children, youth, and families embrace different functions in different settings and may involve different levels of expertise. Professional child psychology should be recognized as a specialty within clinical psychology; nevertheless it is a very broad field that itself includes several very different subspecialties, from school psychology to pediatric psychology...”(p.11)

Paul Wolford, Chief
Psychology Education Program
National Institute of Mental Health, 1990

There is a particular emphasis on the clinical assessment children between the ages of 3 and 12 years with a variety of difficulties. This course is intended to be part of an ongoing educational process designed to aid you in gaining increasing levels of knowledge and competence in the assessment of children and families, as reflected in the wide range of activities (e.g., research, clinical practice, and consultation) engaged in by Ph.D. level clinical psychologists.

The course has been divided in three components. The first part of the course, up to the midterm, will be on the general principles, approaches and issues related to child and family assessment. This will be primarily instructor led with class discussion. The second part of the course will be on the current issues and approaches to the assessment of specific disorders and/or populations. This will primarily consist of student led presentations. This will be the primary focus of the final exam. Third, the lab and Practicum will necessarily be more practically focused on developing basic skills: Interviewing, cognitive assessment, educational screening and report writing.

Specific Course Objectives:

1. To acquire knowledge about the basic theory, research, and methodological issues in the psychological assessment of children including: theoretical models for child and family assessment; developmental considerations in child and family assessment; scale construction and evaluation; combining data sources; and decision-making approaches to child and family assessment.
2. To acquire knowledge about substantive issues relevant to different types of child, adolescent and family assessment procedures and specific instruments and techniques including: unstructured and structured interviews, intelligence tests, questionnaires, behavioural checklists, and observational assessments.
3. To acquire knowledge about substantive and practical issues involved in assessments relying on information from different informants (e.g., child, parent, teacher, and peers) and carried out in different settings (e.g., clinic, home, hospital, classroom, and peer group).
4. To acquire knowledge about professional issues relevant to the assessment of children and families including ethical, professional, and legal aspects of the assessment process.
5. To acquire knowledge about substantive and practical issues involved in assessing various types of populations and problems, children of different ages, children from varying ethnic and cultural backgrounds and families.
6. To acquire beginning skills and supervised practice in the administration, interpretation, and communication - written and oral - of findings obtained from several commonly used assessment instruments and techniques for children and families: parent and child interviews, Wechsler Intelligence Scale for Children (WISC-IV), Wechsler Individual Achievement Test (WIAT-II), Child Behaviour Checklist (CBCL), Behavior Assessment System for Children (BASC-2), observational assessment, informal play assessments, and observational techniques.
7. To acquire knowledge and beginning skills in carrying out assessments in response to clinical exigencies that characterize settings in which children are typically assessed. Such skills include evaluating referral information, formulating assessment questions, selecting appropriate assessment strategies and instruments, integrating different sources of information, presenting

assessment findings and recommendations, record keeping, consultation with other professionals, case conference presentation and report writing.

We will not cover in any detail: neuropsychological, projective testing, adolescent specific measures like the (MMPI-A or the MACI) and assessment of infants.

Laboratory and Practicum Objectives:

The primary emphasis of the lab and practicum portions of the course will be on the acquisition of practical skills. These skills will be acquired in the context of:

- a. Supervised feedback-oriented labs during which you will be observing, practicing, and role-playing a variety of assessment procedures and assessing volunteer children and parents at the University.
- b. (Possibly) An observation of one assessment of a family and child through the Neuropsychiatry Service at the Child Development Center.¹

The philosophy of this child-focused lab/practicum experience follows from the view that the best initial foundation upon which to build your assessment skills is one that involves:

- a. Acquisition of generic assessment skills including formulating assessment questions, interviewing, engaging children and parents in the assessment process, test administration, observation, and communicating assessment findings to parents and professionals in an appropriate and helpful fashion;
- b. Learning to use a small number of specific assessment instruments. By mastering the administration and interpretation of a small number of instruments, you will have established a foundation for your continued child and family assessment training.

The mastery of a number of specific skills will be pursued. These include:

1. Using referral information, client file review, pre-assessment developmental history, and screening questionnaires to formulate preliminary assessment questions and strategies
2. Establishing rapport and providing relevant, developmentally appropriate, and culturally sensitive rationales for assessment to parents and children;
3. Conducting interviews with parents and children.
4. Administering, scoring, and interpreting the WIAT-II (screener), and WISC-IV.
5. Interpreting empirically-based information from the BASC battery of instruments;

¹ Alberta Health Services is in a state of rapid change and placement opportunities could not be guaranteed at the time this outline was developed

6. Conducting informal behavioural observations.
7. Formulating recommendations based on assessment findings.
8. Communicating assessment findings and recommendations to parents, teachers, and other professionals through written reports and case conferences.

A significant amount of time will be needed to achieve these practicum objectives. It is believed that such a time commitment is consistent with the high level of social and ethical responsibility that you are assuming as a psychologist-in-training.

As early in your assessment training as possible, you should begin to formulate an overall conceptual framework to guide your practicum work. To facilitate this, it is recommended that you begin to examine the assessment materials as soon as possible. You should also begin to read about the development, standardization, and psychometric properties of these assessment procedures.

Integrity and Security of Test Materials:

Your lab instructor will provide you with information regarding procedures for obtaining access to assessment materials. Responsible professional conduct dictates that you exercise careful control over the integrity and security of any test materials made available to you. Please familiarize yourselves with published “Guidelines for Control of Psychological Tests by Psychologists”. (See also the P.A.A., C.A.P. and C.P.A. websites for a range of codes and standards).

<http://www.psychologistsassociation.ab.ca/>

www.cap.ab.ca/

<http://www.cpa.ca/>

Please note the first two guidelines:

1. **Psychologists must at all times endeavour to maintain the integrity of psychological tests.** They may not supply test materials, forms, and manuals to unqualified users. They must take reasonable steps to ensure that the purchase and distribution of psychological tests by their employing institutions are for the use of psychologists only.
2. **Psychologists have an obligation to protect test security.** For example, actual test items or specific test content should not be disclosed in reports and teaching situations (the teaching of psychologists in training is an exception to this rule) and access to test protocols and materials should be restricted to chartered psychologists and those under direct supervision.

Prerequisites

Enrollment in the Clinical Psychology Programme

Required Text

Available from the Bookstore for Purchase:

Mash, E.J.& Barkely (Eds.) (2007). Assessment of Childhood Disorders (4th Edition). New York: Guildford. (ISBN: 978-1-59385-493-5)

Sattler, J.M. (2008). Assessment of children: Cognitive Applications, Fifth Edition, San Diego, CA: Jerome M. Sattler, Publisher, Inc.

See at <http://www.sattlerpublisher.com/>

These texts are available at the University bookstore. There will be assigned readings from these texts. These books contain a wealth of theoretical and empirical information and are incomparable references in the field of child assessment. They will serve as reference volumes for the duration of your training and beyond.

Available through the Psychology Department Test Library:

Manuals for WISC-IV, WIAT, BASC-2, ASEBA (CBCL/4-18)

Specific journal articles and book chapters will be assigned each week.

A master set of the specific assigned readings will be available each week at the front counter of the Psychology Dept. office (A275) for you to photocopy.

Recommended Additional References:

American Psychiatric Association (2000) DSM-IV-TR Diagnostic and Statistical Manual of Mental Disorders Fourth Edition, Text Revision. American Psychiatric Publishing, Inc.²

See also: <http://www.behavenet.com/capsules/disorders/dsm4TRclassification.htm>
<http://www.behavenet.com/capsules/disorders/dsm4tr.htm>

Braaten, Ellen (2007) The Child Clinicians Report-Writing Handbook. The Guilford Press: New York (ISBN 978-1-59385-395-2)

Kamphaus, Randy & Campbell, Jonathan M. (2006) Psychodiagnostic Assessment of Children: Dimensional and Categorical Approaches. John Wiley & Sons, Inc., Hoboken, New Jersey (ISBN 978-0-471-21219-5)

McGoldrick, M. Gerson, R and Petry, S. (2008) Genograms: Assessment and Intervention, Third Edition W.W. Norton & Co. Ltd., New York (ISBN 978 0 393 70509 6)

Prifitera, D. H. Saklofske, & L. G. Weiss (eds) (2008) WISC IV Clinical Assessment and Intervention: 2nd ed. New York: Academic Press 978-0-12-373626-0

Almost any of the books from the Wiley Essentials of Psychological Assessment series:

<http://ca.wiley.com/WileyCDA/Section/id-7198.html>

² Copies should be readily available in the psychology library as well as in your practicum settings. DSM-V is anticipated in 2010 and personally, I would try to borrow copies of the DSM -IV- TR or use online resources like BehaveNet and then purchase the DSM-V as you enter your residency/internship year.

e.g Stark. Stephen (2002), Essentials of Millon Inventories Assessment 2nd edition John Wiley and Sons Inc. New York.

Course requirements and evaluation:

1. Professional and ethical behaviour at all times in all settings regarding clients (real or practice), supervisors, community professionals, classmates and instructors. This includes the responsible use of test materials and the return of all test materials in good order at the end of the course.
2. Active class participation and participation in Blackboard Discussion Forums which demonstrate that the weekly assigned readings have been completed and understood.
3. A class presentation of 75 minutes on a relevant child/family assessment topic. The purpose of this presentation is to familiarize you and your classmates with the psychological assessment of selected populations of children and families. Presentation topics will be selected at the beginning of the term from the chapters of the Mash & Barkley text or from the list of optional lectures.
4. Completion of a midterm examination. This will be multiple choice, matching, short answer and short essay completed through Blackboard in the Graduate Computer Room. The material to be covered will be any and/all of the assigned readings, lecture materials and laboratory assignments.
5. Completion of a final examination covering the material in the course since the midterm. This will be multiple choice, matching, short answer and short essay completed through Blackboard in the Graduate Computer Room. The material to be covered will be any and/all of the assigned readings, lecture materials, laboratory assignments and student presentations.
6. Lab administration, interpretation, write-up and class presentation of practice assessments using the interview, WISC-IV, WIAT (screener), and BASC-2 and/or mock data. As will be explained, you will be responsible for assessing suitable non-clinical cases for these exercises and for assisting with the recruitment of volunteer parents and children for these assessments as needed. As well, we will develop report writing skills through a series of assignments of writing up portions of a psychological report using mock data.
7. We will try to provide the opportunity to observe at least one multi-disciplinary team assessment of a child and family through the Neuropsychiatry Service at the Child Development Center of Alberta Health Services. Your participation in this opportunity will be graded pass/fail on the basis of your promptness and the professional manner in which you conduct yourself.

Component	Date	Percent of Grade
Pass/Fail:		
1. Professional and Ethical Behaviour	Throughout Course	P/F
2. Observation of a multidisciplinary assessment	Throughout Course	P/F
<i>Note: A failing grade on any pass fail component will result in a failure on the course</i>		
Lecture and Exams		
3. Participation in class, laboratory and Blackboard Discussions	Throughout Course	10
4. Class presentation on a specific population or diagnostic area to be selected from the chapters in Mash and Barkley	March 9-30 2009	15
5. Midterm examination	March 02, 2009	20
6. Final examination	April 17, 2009	20
Total for Class Portion		65
Lab Portion		
7. Mock Report of Background and Developmental History	January 23 2009	5
8. Mock report adding WISC-IV/WIAT data	February 27 2009	5
9. Mock report adding BASC2 and/or CBCL data, summary and recommendations	April 13, 2009	5
10. Integrated report of actual practice assessments/case presentations	April 13, 2009	20
Total for Laboratory Portion		35
Note: Students must achieve a passing grade on both the class and the laboratory components to pass this course		

NOTE: Students must achieve a passing grade on both the class and lab components to pass this course.

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-).

Tentative Lecture Schedule

Date	Topic/Activity/Readings/
M Jan 11	<p><u>Lecture 1: Organizational Meeting and Basic Issues in Child Assessment</u></p> <p>Required:</p> <p><u>Texts:</u> Mash, E.J. & Barkley, C. (2007) Chapter 1: Assessment of Child and Family Disturbance. In Mash, E.J. & Barkley, R.A. <u>Assessment of Childhood Disorders: 4th Ed.</u> New York: Guilford.</p> <p>Sattler, J.M. (2008) <u>Assessment of Children Cognitive Applications, Fifth Edition.</u> San Diego: Jerome M Sattler, Publisher Inc. Chapter 1: Challenges in Assessing Children: The Process Chapter 2: Challenges in Assessing Children: The Context Chapter 3: Ethical, Legal and Professional Issues</p>
F Jan 15	<p>Lab 1: Gathering History</p> <p>You will be given sample history and background data which you will write up as the introduction to an assessment report. This is due next week. Your TA will give some instruction and guidelines on report writing and you may also use Sattler, J.M. (2008) <u>Assessment of Children Cognitive Applications, Fifth Edition.</u> (Chapter 19 Report Writing), as a guide</p>
M Jan 18	<p><u>Lecture 2: WISC-IV: Contents and Administration</u></p> <p>Required</p> <p><u>Text</u> Sattler, J.M. (2008) <u>Assessment of Children Cognitive Applications, Fifth Edition.</u> San Diego: Jerome M Sattler, Publisher Inc. Chapter 6: Administering Tests to Children Chapter 9. Wechsler Intelligence Scales for Children – Fourth Edition (WISC-IV) Description</p> <p><u>Online:</u></p> <ol style="list-style-type: none"> Williams, P.E., Weiss, L.G., & Rolfhus, E. (2004). WISC-IV Technical Report #1: Theoretical model and test blueprint Available: http://harcourtassessment.com/hai/Images/pdf/wisciv/WISCIVTechReport1.pdf Williams, P.E., Weiss, L.G., & Rolfhus, E. (2004). WISC-IV Technical Report #2: Psychometric properties. Available: http://harcourtassessment.com/hai/Images/pdf/wisciv/WISCIVTechReport2.pdf Williams, P.E., Weiss, L.G., & Rolfhus, E. (2004). WISC-IV Technical Report #3: Clinical validity. Available: http://harcourtassessment.com/hai/Images/pdf/wisciv/WISCIVTechReport3.pdf <p>Recommended The following chapters are strongly recommended if you did not take an</p>

	<p>undergraduate course in the related area and/or need a refresher since the lectures and other materials presuppose the knowledge base contained in these chapters.</p> <p>Sattler, J.M. (2008) <u>Assessment of Children Cognitive Applications, Fifth Edition</u>. San Diego: Jerome M Sattler, Publisher Inc. Chapter 4: A primer on Statistics and Psychometrics Chapter 7: Historical Survey and Theories of Intelligence Chapter 8: The Development and Measurement of Intelligence</p>
F Jan 22	<p>Last day for registration/change of registration. <u>Lab 2: WISC-IV administration 1</u> Read through the WISC-IV manual in the Test Library and become familiar with the administration procedures. <i>Mock report of background and developmental history is due today</i></p>
M Jan 25	<p><u>Lecture 3: WISC-IV: Scoring and Interpretation</u> <i>NOTE: This lecture may be delivered in pre-recorded format or through Eluminate.</i></p> <p>Required: Sattler, J.M. (2008) <u>Assessment of Children Cognitive Applications, Fifth Edition</u>. San Diego: Jerome M Sattler, Publisher Inc. Chapter 11: Interpreting the WISC-IV</p> <p>Recommended: (At Psychology) Weiss, L.G., Beal, A.L., Prifetera, A., Saklofske, D.H., Alloway, T.P, & Prifitera, A. (2008) "Chapter 1. Interpretation and intervention with the WISC-IV in the clinical assessment context" in Prifetera, A., Saklofske, D.H. & Weiss, L.G. (Eds) (2008) <u>WISC-IV Clinical Assessment and Intervention 2e</u> New York: Academic Press</p> <p>Holdnack, J.A. & Weiss. L.G. (2006) "Chapter 5: Essentials of WISC-IV integrated interpretation" In Weiss, L.G., Saklofske, D.H., Prifitera, A. & Holdnack, J.A. (Eds) <u>WISC-IV Advanced Clinical Interpretation</u>. New York, Elsevier</p>
T Jan 26	Last day for registration/change of registration.
F Jan 29	Lab 3: WISC-IV administration 2
M Feb 1	<p><u>Lecture 4: Rapport Building and Interviewing</u> Required: <u>Photocopies</u> – (At Psychology) 1) Sattler, Jerome M (2002) <u>Assessment of Children: Behavioral and Clinical Applications 4th edition</u>. San Diego: Jerome M. Sattler Publisher Inc. a. Chapter 1: Assessment of Behavior by Interview Methods: General Considerations b. Chapter 2: Interviewing Children Parents Teachers and Families</p>
F Feb 5	Lab 4: WIAT (screener) introduction/administration
M Feb 8	<u>Lecture 5: Behaviours, Emotions and Abilities</u>

	<p>Required: <u>Photocopies</u> – (At Psychology) Ramsay, M.C, Reynolds, C.R. and Kamphaus, R.W. (2002) <u>Essentials of Behavioral Assessment</u>. New York: Wiley Chapter 1: Approaches to Standardized Behavioral Assessment Chapter 2: Merits of the Inventories</p>
F Feb 12	Lab 5: BASC2 and CBCL issues in administration and scoring Reading Required: BASC2 Manual
M Feb 15	Reading Days. No lectures.
F Feb 19	Reading Days. No lectures.
M Feb 22	<p><u>Lecture 6: Diagnosis and Formulation</u> Required <u>Photocopies</u> – (At Psychology) Kamphaus, R.W & Campbell, J.M. (2006) <u>Psychodiagnostic Assessment of Children: Dimensional and Categorical Approaches</u>. Hoboken New Jersey: John Wiley and Sons Chapter 1: Kamphaus, R.W , Rowe, E.W.,Dowdy, E.T & Hendry C.N. Classification and Diagnostic Concepts” Chapter 2: Kamphous, R.W. Interpretation of Findings Chapter 13: Clusters of Child Adjustment Murdoch, D. & Barker. P. (1991) <u>Basic Behaviour Therapy London: Blackwell Scientific Publications</u> Chapter 7 Behavioral Formulation pg 77-88.</p>
F Feb 26	Lab 6: To be individually scheduled: Practice developmental history; BASC2 or CBCL; WISC4/WIAT-II
M Mar 1	MIDTERM – In the computer laboratory.
F Mar 5	No lab
M Mar 8	<p><u>Lecture 7a: One of the optional lectures immediately following this table to be determined based on student choices of presentations and choice of remaining topics</u></p> <p>Lecture 7b: Student Presentation 1</p>
F Mar 12	Lab 7: To be individually scheduled: Practice developmental history; BASC2 or CBCL; WISC4/WIAT-II
M Mar 15	<p>Lecture 8 a: Student Presentation 2 Lecture 8 b: Student Presentation 3</p>
F Mar 19	Lab 8: To be individually scheduled: Practice developmental history; BASC2 or CBCL; WISC4/WIAT-II
M Mar 22	<p>Lecture 9 a: Student Presentation 4 Lecture 9 b: Student Presentation 5</p>
F Mar 26	Lab 9: To be individually scheduled: Practice developmental history; BASC2 or CBCL; WISC4/WIAT-II
M Mar	<u>Lecture 10 a: One of the optional lectures immediately following this table to be</u>

29	<u>determined based on student choices of presentations and choice of remaining topics</u> Lecture 10b: Student Presentation 6
F Apr 2	Good Friday. No lectures. University closed.
M Apr 5	<u>Lecture 11 a: One of the optional lectures immediately following this table to be determined based on student choices of presentations and choice of remaining topics</u> Lecture 11b: Student Presentation 7
F Apr 9	Lab 10: To be individually scheduled: Practice developmental history; BASC2 or CBCL; WISC4/WIAT-II
M Apr 12	<u>Lecture 12 a: One of the optional lectures immediately following this table to be determined based on student choices of presentations and choice of remaining topics</u> <u>Lecture 12 b: One of the optional lectures immediately following this table to be determined based on student choices of presentations and choice of remaining topics</u>
R Apr 15	Last day to participate in research and allocate research credits
F Apr 16	Winter Session Lectures end. Last day to withdraw.
M Apr 19 – R Apr 29	Final exam (scheduled by the Registrar) FINAL EXAM

Optional Lectures

Optional Lecture 1: Assessment of the family

Required

Texts

McGoldrick, M; Gerson, R. & Petry, S. (2008) *Genograms Assessment and Intervention*. New York: W.W. Norton & Company

- a. Chapters 1-3

Photocopies – (At Psychology)

McCubbin, H.I. & Figley, C.R. (eds) (1983) Stress and the Family Volume 1: Coping With Normative Transitions. New York: Bruner Mazel (photocopy)

- b. McCubbin, H.I. & Patterson, J.M. “Chapter 1: Family Transitions: Adaptation to Stress”

Recommended:

Texts

- McGoldrick, M; Gerson, R. & Petry, S. (2008) *Genograms Assessment and Intervention*. New York: W.W. Norton & Company
- c. Rest of the book

Optional Lecture 2: Delivering the news – report writing and oral presentations

Required

Photocopies – (At Psychology)

Weiss, L.G., Saklofske, D.H., Prifitera, A. & Holdnack, J.A. (Eds) WISC-IV Advanced Clinical Interpretation. New York, Elsevier

Schwean, V.L., Oakland, T., Weiss, L.G., Saklofske, D.H., Holdnack, J.A. & Prifitera, A.

“Chapter 8: Report writing: A child-centered approach.

Sattler, J.M. (2008) Assessment of Children Cognitive Applications, Fourth Edition. San Diego: Jerome M Sattler, Publisher Inc.

Chapter 21: Principles of Report Writing

Sattler, Jerome M (2002) Assessment of Children: Behavioral and Clinical Applications 4th edition. San Diego: Jerome M. Sattler Publisher Inc.

a. Chapter 3: Other considerations related to the interview

Optional Lecture 3: Assessment of risk

Required

Photocopies – (At Psychology)

- Suicide Risk Assessment Working Group Mental Health & Addictions Services (April 2007) Terminology Calgary: Calgary Health Region
- Mental Health & Addictions Services (April 2007) Suicide Risk Assessment and Documentation Calgary: Calgary Health Region
- Suicide Risk Assessment Working Group Mental Health & Addictions Services (April 2007) Core Competencies Calgary: Calgary Health Region

Optional Lecture 4: Assessment of Child Abuse and Trauma

Required

Pearce, J.W. & Pezzot-Pearce, T.D. (2006) Psychotherapy of Abused and Neglected Children. 2nd ed. New York: Guilford.

Chapter 4. Assessment of the Child

Optional Lecture 5: Atypical Assessments (OR Learning Disabilities)

Required:

Text

Gregoire, J., Georgas, J., Saklofske, D.H., Van DeVijer, F., Wierzbicki, C., Weiss, L.G. & Zhu, J. “Chapter 14: Cultural issues in clinical use of the WISC-IV” in Prifitera, A., Saklofske, D.H. & Weiss, L.G. (Eds) (2008) WISC-IV Clinical Assessment and Intervention 2e New York: Academic Press

Optional Lecture 6: Observation Techniques and Issues

Required

Photocopies – (At Psychology)

Sattler, Jerome M (2002) Assessment of Children: Behavioral and Clinical Applications 4th edition. San Diego: Jerome M. Sattler Publisher Inc.

Chapter 4 Assessment of Behavior by Observational Methods: Part 1 Chapter 5 Assessment of Behavior by Observational Methods: Part 2

Murdoch, D. & Barker. P. (1991) Basic Behaviour Therapy London: Blackwell Scientific Publications

Chapter 3: Some Basic Aspects of Behaviour p 19-26

Recommended

Photocopies – (At Psychology)

Sattler, J.M. (2001) Assessment of Children Cognitive Applications, Fourth Edition. San Diego: Jerome M Sattler, Publisher Inc.

- a. Chapter 19: Assessment of culturally and linguistically diverse children: Background considerations and dynamics
- b. Chapter 20: Assessment of culturally and linguistically diverse children: research findings and recommendations

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 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 Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

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 Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/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. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

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.

Important Dates:

The last day for registration/change of registration is **Jan 22nd, 2010**. The last day to withdraw from this course is **Apr 16th, 2010**.