

**PSYC 673      Psychopathology and Psychological Assessment of Children      Winter 2023**

<b>Instructor:</b>	Brae Anne McArthur, Ph.D., R.Psych.	<b>Lecture date/time:</b>	Tues. 9:00-11:45
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<b>Office:</b>	EDC 281M	<b>Lab date/time:</b>	Mon. 15:00-17:45
<b>Office Hours:</b>	Available upon request	<b>Lab location:</b>	EDC 281D
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**Course Description:**

The purpose of this course is to provide an overview of theoretical, professional and ethical issues related to child psychopathology and assessment of children and adolescents, with consideration for diverse populations and individual difference factors. This course is intended to provide instruction in the administration and interpretation of child and family assessment procedures, including interviews, behavioural assessments, and selected psychological tests, with the goal of preparing students for practical work in clinical settings. Students gain supervised practical experience in laboratory and clinical settings.

**Learning Objectives:**

There are three principal goals of this course: (1) acquire knowledge and practical skills in the administration, interpretation, and communication of psychological assessment measures for children and adolescents, (2) become proficient in using the DSM-5 to classify psychological disorders in children, and (3) develop professional skills related to the practice of psychology.

*By the end of this course, it is expected that students will be able to:*

1. Critically evaluate various assessment instruments used in assessments of children and adolescents, with respect to their clinical utility and psychometric properties.
2. Apply knowledge of equity and diversity-related issues relevant to the psychological assessment of diverse children and adolescents.
3. Administer, score, and interpret the WISC-V and WIAT-III psychological tests, as well as various parent, teacher, and child questionnaires related to children's socio-emotional and neurocognitive functioning.
4. Interpret and integrate various sources of assessment results for diagnostic formulation pertaining to intellectual and neurodevelopmental disabilities.
5. Translate and integrate assessment data into written reports and develop parent, child, and classroom recommendations for preventative and remedial interventions.
6. Effectively communicate assessment data and recommendations orally to clients.
7. Apply knowledge of ethical principles and professional practice standards related to the psychological assessment of children and adolescents.

**Acknowledgments**

The Department of Psychology would 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.

## **Respect for Diversity**

With reflection and acknowledgment of my own biases, I have endeavored to further educate myself about issues of diversity, inclusivity, and intersectionality and to incorporate these lessons into my teaching. To confront the reality of continuing inequality and systemic barriers, this statement is a commitment to you as your instructor that I will work hard to support a space and learning environment where students feel safe and feel their learning needs are being met – whatever our backgrounds, experiences, or positions. I am hopeful that this learning environment supports diversity of thoughts, perspectives and experiences and honours your identities (including race, gender, class, sexuality, religion, ability, etc.).

To help me accomplish this goal, please let me know if you feel like your performance in the class is being impacted by your experiences outside of class, if any of our class meetings conflict with your religious events, if you require accommodations to be successful in this course, or if I have overlooked something important to you.

Lastly, I am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it or provide anonymous feedback through the course D2L anonymous feedback survey.

## **Course Format**

This is an in-person class held on campus.

## **Prerequisites**

Admission to the M.Sc. or Ph.D. program in Clinical Psychology.

## **Required Texts and Readings**

- a. Sattler, J. M. (2018). *Assessment of Children: Cognitive Foundations and Applications* (6<sup>th</sup> ed.). San Diego, CA: Jerome M. Sattler, Publisher, Inc. can be obtained via [http://www.sattlerpublisher.com/cog6e\\_order.htm](http://www.sattlerpublisher.com/cog6e_order.htm)
- b. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: American Psychiatric Association.
- c. Selected readings will be available via D2L (<https://d2l.ucalgary.ca>)

## **Supplementary Resources**

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

## **Labs (see accompanying 673 lab course outline)**

This course has a skills-oriented lab component. 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.

## **Clinical exposure**

As part of this course, students will work with a senior student and clinical supervisor at the University of Calgary Psychology Clinic to complete a psycho-educational assessment from start to finish (i.e., intake interview to feedback session). Students are expected to administer the WISC and WIAT and are invited to

shadow the remainder of the assessment process. This experience will be arranged by the clinical supervisor in collaboration with the course instructor, and further details will be provided at the outset of the course.

### Professional Standards and Security of Test Materials

Important regulatory information is available on the College of Alberta Psychologists website:

<http://www.cap.ab.ca/>. Completion of this course does not qualify students to use structured measures independently. Full qualification occurs after completion of practica, internship/residency, advanced degrees, and supervised practice, and requires one to meet provincial licensing requirements.

When interacting with others in a professional capacity, your manner and dress while training should reflect the highest professional standards. You must treat all assessment materials as privileged information. Responsible professional conduct dictates that you exercise strict control over the integrity and security of the assessment materials with which you are provided during this course. You may not supply materials or allow access to tests, individual items, or protocols to unqualified users, i.e., any individuals outside the clinical psychology training program.

Assessment results obtained from practice sessions with volunteer subjects are not considered valid, so must not be shared with the volunteer.

### Assessment Methods

You must successfully complete the following course requirements, achieving a passing grade in both the class and lab components, to achieve a passing grade in the course.

<u>Assignments</u>	<u>Grade Value</u>	<u>Due Date</u>
1. Class participation a. Seminar b. Weekly Discussion Questions	30% Total • 15% • 15%	• Throughout
2. Article Review Presentation	10%	• Jan 17 <sup>th</sup> , 24 <sup>th</sup> , 31 <sup>st</sup> , Feb 7 <sup>th</sup>
3. Test Administrations a. TA b. Peer Video c. Client	25% Total* • 5% • 10% • 10% *(complete/incomplete)	• Jan 31 <sup>st</sup> – Feb 17 <sup>th</sup> • Feb 28 <sup>th</sup> • Feb 28 <sup>th</sup> -March 9 <sup>th</sup>
4. Scoring Assignment a. Hand-scored WISC-V protocol b. Hand-scored WIAT protocol	10% total* • 5% • 5% *(complete/incomplete)	• March 7 <sup>th</sup> • March 14 <sup>th</sup>
5. Integrated Case Interpretation and Report a. Draft to TA b. Final Submission	25% Total • 15% • 10%	• March 31 <sup>st</sup> • April 21 <sup>st</sup>

#### 1. Class Participation (30%)

- a. **Seminar participation (15%).** It is expected that all students will participate in class discussions and activities to the best of their abilities. Students will be given an overall grade for their active and effective participation and engagement in class discussions, class activities, 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.
- b. **Discussion questions (15%).** Students will be required to submit one question each week on the topic for that week. These questions can be derived from reflections on the readings but may also

go beyond the readings and should reflect interesting issues raised, including controversies, debates, and dilemmas associated with the topic for that week. Questions must be submitted on D2L by 12 PM on Monday of each week.

2. **Article review presentation (10%).** You will be required to briefly summarize and critically evaluate one pre-selected article (see information on D2L). The expectation is that you will, in approximately 10 minutes, introduce the topic and then provide your ideas about the content. The goal of this exercise is to help you think critically about what you are reading, form your own opinion, and elicit feedback and discussion from others.
3. **Test Administrations (25%).** The purpose of this assignment is to learn to administer, score, and interpret a basic battery of cognitive and academic tests.
  - a. **Assessment #1 (5%)** will involve a WISC/WIAT practice administration with the TA(s). This assessment will be graded as complete/incomplete.
  - b. **Assessment #2 (10%)** will be on a peer who will be given a child/adolescent role-play scenario to act out. Your assessment #2 (WISC/WIAT) will be recorded and evaluated by you for administration and scoring accuracy. This assessment will be graded as complete/incomplete.
  - c. **Assessment #3 (10%)** will involve an assigned client from the University of Calgary Psychology Clinic. Under the supervision of a senior graduate student and a clinical supervisor, you will administer the WISC and WIAT to a client seeking a psycho-educational assessment. This assessment will be graded as complete/incomplete.
4. **Scoring Assignment (10%).**
  - a. **WISC (5%).** The purpose of this assignment is to ensure accuracy in scoring and understanding WISC results. For this assignment, you will be provided with mock assessment data. This assignment will be graded as complete/incomplete.
  - b. **WIAT (5%).** The purpose of this assignment is to ensure accuracy in scoring and understanding WIAT results. For this assignment, you will be provided with mock assessment data. This assignment will be graded as complete/incomplete.
5. **Integrated Case Interpretation and Report (25%).**
  - a. **Draft (15%).** The purpose of this assignment is to integrate clinical data 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 a mock case for this assignment.
  - b. **Final (10%).** After receiving feedback on your first draft of the mock assessment report, you will be asked to revise your report based on the feedback provided and resubmit a final version.

#### **University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy:

<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

#### **Faculty of Graduate Studies Grading System**

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade

**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-).

Note: Although the TA’s are responsible for some grading of assignments, 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.

**Tentative Lecture Schedule**

*Note: The content of Lectures and Labs may change slightly, based on student feedback and needs.*

Class	Date	Topic	Readings
1	T Jan 10	Basic Principles of Child Assessment & Assessment Challenges	Sattler Ch. 1, 2, & 6 (pp.184-189) Assigned Readings via D2L
2	T Jan 17	Informed Consent, Establishing Rapport, Implicit bias, & Behavioral Observations  Guest Lecturer: Dr. Sandra Mish	Sattler Ch. 3 (pp.59-60; 69; 71-80), Ch 6 (pp. 189-205), Ch. 18 (pp.714-715) Assigned Readings via D2L
	Jan 19	Last day to drop a class without financial penalty	
	Jan 20	Last day to add or swap a course	
3	T Jan 24	Intake interviews, Multi-informant reports., & Suicide Risk  Guest Lecturer: Dr. Lauren Joly	Assigned Readings via D2L
	Jan 27	Tuition and Fee Payment Deadline	
4	T Jan 31	Multicultural and diversity issues in child assessment	Sattler Ch 5 Assigned Readings via D2L
5	T Feb 7	Intellectual Disabilities, Communication Disorders & Giftedness	DSM-V Intellectual Disability and Communication Disorders Assigned Readings via D2L

6	T Feb 14	Autism Spectrum Disorder  Guest Lecturer: Dr. Jerilyn Ninowski	DSM-V ASD  Assigned Readings via D2L
	Feb 20	Family Day – University Closed	
	Feb 19-25	Term Break No Classes	
7	T Feb 28	Specific Learning Disorders & Motor Disorders	DSM-V SLD and Motor Disorders  Assigned Readings via D2L
8	T Mar 7	ADHD	DSM-V ADHD  Assigned Readings via D2L
9	T Mar 14	Report Writing	Sattler Ch. 18  Assigned Readings via D2L
10	T Mar 21	Case Formulation	Assigned Readings via D2L
11	T Mar 28	Report Recommendations & Self-Reflective Skills	Sattler Ch 6 (pp.183-188)  Assigned Readings via D2L
12	T Apr 4	Assessment Feedback  Guest Lecturer: Dr. Taryn Fay McClymont	Assigned Readings via D2L
	Apr 7	Good Friday – University Closed	
	Apr 10	Easter Monday – University Closed	
13	T Apr 11	Case Formulation  Guest Lecturer: Dr. Jerilyn Ninowski	Assigned Readings via D2L
	Apr 12	Last day of Lectures and last day to withdraw from a winter term half courses	
	Apr 15-26	Final Exam Period	

### Absence from a Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor

(<https://www.ucalgary.ca/pubs/calendar/current/g-1-1.html>). 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 on a

day/time scheduled by the instructor. 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](mailto:psyugrd@ucalgary.ca)

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

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

### **Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom OF Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, January 19, 2023**. Last day add/swap a course is **Friday, January 20, 2023**. The last day to withdraw from this course is **Wednesday, April 12, 2023** [University of Calgary : Academic Schedule \(ucalgary.ca\)](https://www.ucalgary.ca/academic-schedule)