

<b>Psyc 673</b>	<b>Psychopathology and Psychological Assessment of Children</b>	<b>Winter 2017</b>
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<b>Instructor:</b>	Dr. Sheri Madigan	<b>Lecture date/time:</b>	Tues. 09:00-11:50
<b>Phone:</b>	403-220-6826	<b>Lecture location:</b>	EDC 286
<b>Email:</b>	sheri.madigan@ucalgary.ca	<b>Lab date/time:</b>	Wed. 09:00-11:50
<b>Office:</b>	Admin 131D	<b>Lab location:</b>	SS 115
<b>Office Hours:</b>	Available upon request		
<b>TA's:</b>	Leah Tobin	Christianne Laliberte	
<b>Office:</b>	AD 245A	EDT 1422	
<b>TA emails:</b>	Ltobin@ucalgary.ca	Christianne.Laliberte@ucalgary.ca	
<b>TA office hours:</b>	Email to arrange	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 very intensive and 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.**

**Lectures + Lab Time Commitment:** Course will be especially demanding due to the multipronged focus on: test administration, practical test understanding, and conceptual foundations of assessment. Students typically commit, on average, **12-15 hours per week** to this course.

### **Immediate Special Instructions**

Students should have already purchased 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.

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. (2008). *Assessment of children: Cognitive foundations* (5<sup>th</sup> 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.

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. Various *Essentials of Psychological Assessment* books

b. Braaten, Ellen. (2007). *The Child Clinicians Report-Writing Handbook*. New York, NY: The Guilford Press.

<b>Assignment</b>	<b>Grade Value</b>	<b>Due Date</b>
Behavioral Observations Write-Up	5%	Oct 3
Assessment Practice 1	15%	Oct 24
Assessment Practice 2	10%	Nov 21
Integrated Case Interpretation and Report Write Up	15%	Nov 28
Presentation #1: Critical Test Presentation	15%	See course schedule
Presentation #2: Childhood Diagnosis	15%	See course schedule
WISC Cheat Sheet	2.5%	Sept 26

WIAT Cheat Sheet	2.5%	Oct 10
Practice Integration and Case Formulation	2.5%	Oct 31
Recommendations	2.5%	Nov 7
Feedback session	10%	Dec 6
Class and lab participation	5%	n/a

### 3. Evaluation

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. 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. The behavioral observations will be used to write illustrative Behavioral Observations sections of an assessment report. **Due: Oct 3, 2017.**

#### ii. Test Protocols and Video Recordings

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.* **Due: Practice 1 – Oct 24; Practice 2 – Nov 21**

##### Practice #1 – DUE October 24, 2017 (15%)

- 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).
- You need to schedule a child between 11-16 years of age
- Schedule child during week of October 10, 2017
- Practice #1 will be evaluated and returned by November 7, 2017

##### Practice #2 - DUE November 21, 2017 (10%)

- Videotaped administration of WISC-V and WIAT-III.
- No report write up required
- You need to schedule a child between 6-11 years of age (must be at least 3 years younger than older child used in Practice #1)
- Testing scheduled during week of November 7 (you need feedback from Practice #1 before starting Practice #2).
- Practice #2 will be evaluated and returned by Dec 5, 2017

**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:** At this point, 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. Given a student’s limited experience when turning in a test for the first time, students will demonstrate that they have practiced the skills, increased accuracy in administration and scoring and keep a running tally of their progress to date. 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 – 15%*

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 **Nov 13**, 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, reference materials from presentations) 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. **Due Nov 28.**

*iv. Presentation #1 – Critical Test Presentation – 15%*

Each student will develop and give a 40-minute presentation (+10 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**

On the day of the presentation, students will provide a **2-page handout** summarizing the main points of the test for students to keep on file for future reference. Handouts will be evaluated. Students should discuss the psychometric properties in the handout but only provide highlights in the oral presentation.

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

- Bayley Scales of Infant Development
- Wechsler Preschool and Primary Scale of Intelligence (WPPSI-IV)
- Woodcock Johnson – Tests of Cognitive Abilities
- Woodcock Johnson - Tests of Achievement
- Children's Memory Scale (CMS)

- Beery-Buktenica Developmental Test of Visual-Motor Integration, 6<sup>th</sup> edition (VMI) **AND** the Perdue Peg board
- A Developmental NEuroPSYchological Assessment (NEPSY – II)

*iv. Presentation #2 – Childhood Diagnosis – 15%*

Each student will develop and give a 35 minute-presentation on a childhood disorder (+5 minutes for questions; +10 minutes for an open-ended student generated/facilitated discussion based on the presentation and 3 recent research articles – see below. Strict time limit). The purpose of the presentation is to develop understanding of the disorder's diagnostic criteria and process of assessment. Each presentation will begin with a review of the disorder's diagnostic criteria, purported etiology, differential diagnosis, considerations for child versus adult diagnosis, etc. You must also select 2 measures most commonly used to assess this disorder (if appropriate, present a questionnaire/interview **AND** a standardized assessment). These portions of the presentation must reflect information beyond that presented in the DSM-V. **A week prior to your presentation**, circulate a summary of the diagnostic criteria, and include a minimum of 3 recent research and/or review articles that will form the basis of your class discussion regarding the diagnosis. **Due: See Course Schedule**

On the day of your presentation, **provide a 2-page handout** summarizing the main points of your presentation for students to keep on file for future reference. Handouts will be evaluated.

Students will select from the following list of diagnoses:

- Intellectual Disability
- Specific Learning Disability
- Attention-Deficit/Hyperactivity Disorder
- Major Depression Disorder
- Separation Anxiety Disorder
- Oppositional Defiant Disorder
- Post-traumatic Stress Disorder

*v. Small Class Assignments:*

**1. WISC-V – One page cheat sheets (2.5%)** Together with two of your classmates, 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. **DUE Sept 26.**

**2. WIAT-III – One page cheat sheets (2.5%)** Together with two of your classmates, 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. **DUE Oct 10.**

**3. Practice Integration and Case Formulation (2.5%).** Generate a summary based on assessment information provided. **DUE Oct 31.**

**4. Recommendations (2.5%).** Write a list of 6-8 Calgary-friendly recommendations for the Diagnosis you signed up for (\*cannot be the same diagnosis as your Presentation #2). **DUE Nov 7<sup>th</sup>.**

*vi. Feedback session on Assessment #2 (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 use your *Integrated Case Interpretation and Report Write Up* ‘case’ for the mock feedback. *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 lab on December 6<sup>th</sup>, in EDT 1325, and will be conducted in front of the instructor and both TA’s.

#### vii. Class Participation – 5%

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.

### **4. Grading, Assignment Submission, Lateness Penalties, and Missed Tests**

#### *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).

### **5. Important Dates and Course Information for Students**

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

Date	Topic/Activity/Readings/Due Date	Readings and Projects due this week
T Sept 12	Lecture 1: 1. Course Overview 2. Conceptual Overview 3. Basic Principles of Child Assessment 4. Assessment Challenges  Lab (W Sept 13): WISC-V presentation	<b>READINGS</b> - Syllabus - Sattler Chapter 1 - Cicchetti & Cohen (1995)  <b>DUE:</b> n/a  <b>PROJECTS</b> - Spend 2-3 hours with the WISC-V
T Sept	Lecture 2:	LECTURE READINGS

19	<p>1. Informed Consent 2. Scale Development and Psychometric Properties 3. Behavioural Observations</p> <p>Lab (W Sept 20): WISC practice (Readings: WISC-V Manual &amp; Sattler Chapters 9 and 10)</p>	<ul style="list-style-type: none"> <li>- Sattler Chapters 2 and 6</li> <li>- Flanagan &amp; Caltabiano (2004)</li> <li>- CAP standards of practice (pages 3-4; 11-14)</li> <li>- CAP Practice Alert: Informed Consent for Minors</li> <li>- CAP Practice Alert: Mature Minors</li> </ul> <p><b>PROJECTS</b></p> <ul style="list-style-type: none"> <li>- Lecture - Come up with a list of reinforcement strategies, templates and/or examples for maintaining children's focus/attention/interest during assessment (can be done in groups of 2-3)</li> <li>- Spend 2-3 hours with the WISC-V</li> </ul> <p>DUE: n/a</p>
T Sept 26	<p>Lecture 3:</p> <p>1. Student Presentation: Bayley Scales 2. Referrals, Intake Interviews, and establishing rapport</p> <p>Lab (W Sept 27): WIAT Presentation (Reading: WIAT-III Manual)</p>	<p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>- Sattler Chapter 6</li> <li>- Example Referrals</li> <li>- Sattler Chapter 2, 3, 4 (WISC-V text)</li> <li>- WISC Manual (pages 59-162)</li> </ul> <p><b>PROJECTS:</b></p> <ul style="list-style-type: none"> <li>- Spend 2-3 hours with the WIAT</li> <li>- Come prepared with intake interview questions for based on cases provided.</li> </ul> <p>DUE: WISC-V Cheat Sheet</p>
T Oct 3	<p>Lecture 4:</p> <p>1. Student Presentation: WPPSI 2. Developmental Assessments</p> <p>Lab (W Oct 4): WIAT Practice (Readings: WIAT-III Manual)</p>	<p><b>READINGS:</b> Sattler Chapter 7 &amp; 8</p> <p><b>PROJECTS:</b></p> <ul style="list-style-type: none"> <li>- Spend 2-3 hours with the WIAT-III</li> </ul> <p>DUE: Behavioral Observation</p>
T Oct 10	<p>Lecture 5:</p> <p>1. Student Presentations: Woodcock Johnson Cog. 2. Student Presentations: Woodcock Johnson Achieve. 3. Report Writing (continued)</p> <p>Lab (W Oct 11): WIAT Practice (Readings: WIAT-III Manual)</p>	<p><b>READINGS:</b> Sattler Chapter 19 Weiner (1985) Weiner &amp; Kohler (1986) Mastoras et al. (2011) Groth-Marnat (2006)</p> <p><b>PROJECTS:</b></p> <ul style="list-style-type: none"> <li>- Spend 2-3 hours with the WIAT-III</li> </ul> <p>DUE: WIAT Cheat Sheet</p>
T Oct	Lecture 6:	

17	<p>1. Student Presentations: WMI 2. Student Presentations: CMS 3. Report Writing (continued)</p> <p>Lab (W Oct 18): Reporting Child Maltreatment</p>	<p><b>READINGS:</b> Sattler Chapter 19 Weiner (1985) Weiner &amp; Kohler (1986) Mastoras et al. (2011) Groth-Marnat (2006)</p> <p>DUE: N/A</p>
T Oct 24	<p>Lecture 7: 1. Student Presentation: NEPSY 2. Diagnostic Interviewing and Case Formulation</p> <p>Lab (W Oct 25): WISC/WIAT interpretation</p>	<p><b>READINGS:</b> -Chapters 5 &amp; 6 from Sattler's Behavioral, Social, and Clinical Assessment text.</p> <p>DUE: Practice #1 due</p>
T Oct 31	<p>Lecture 8: 1. Student Presentation on Intellectual Disability 2. Debate: To diagnose or not diagnose 3. Recommendations</p> <p>Lab (W Nov 1): CMS, VMI, NEPSY practice</p>	<p><b>READINGS:</b> -DSM-V relevant chapter &amp; student identified articles - Havighurst &amp; Downey, 2009</p> <p><b>PROJECTS:</b> - Prepare for a student-led discussion on the pros and cons of making diagnoses</p> <p>DUE: Practice Summary</p>
T Nov 7	<p>Lecture 9: 1. Student Presentation on Specific Learning 2. Diversity in Assessment 3. Student Presentation on ADHD</p> <p>Lab (W Nov 8): BASC, ABAS, Conners, CDI, BASC, ABAS, BRIEF (Readings: review measures)</p>	<p><b>READINGS:</b> - DSM-V relevant chapter &amp; student identified articles - Mushquash &amp; Bova (2007)</p> <p><b>PROJECTS:</b> - Spend 1-2 hours reviewing the BASC, ABAS, and Conners - Spend 1-2 hours reviewing the CDI, MASC, and BRIEF</p> <p>DUE: Recommendations</p>
T Nov 14	READING BREAK	N/A
T Nov 21	<p>Lecture 10: 1. Student Presentation on MDD 2. Student Presentation on SAD</p> <p>Lab (W Nov 22): TBD</p>	<p><b>READINGS:</b> DSM-V relevant chapter &amp; student identified articles</p> <p>DUE: Practice #2</p>

T Nov 28	Lecture 11: 1. Student Presentation on SAD 2. Student Presentation on PTSD  Lab (W Nov 29): Suicide Risk Assessment (Drs. Madigan/ Mullane)	READINGS: DSM-V relevant chapter & student identified articles  DUE: Integrated Case Interpretation and Report Write Up
T Dec 5	Lecture 12: 1. Guest Lecture by Dr. Taryn Fay-McClymont "Assessment Feedback" 2. In class exercises on Feedback  Lab (W Dec 6): Student Feedback Sessions on Practice #2	READINGS: - Abrams & Goodman (1998) - Guest lecture readings: TBD  PROJECTS: - Prepare to present your Practice #1 report to a "parent" (i.e., your classmates!)  Due: N/A

### **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; no reappraisal of term work is permitted after the 15 days. 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. 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 during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>.

### **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 except under exceptional circumstances. 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. Under no circumstances will this be accommodated by the department.

### **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 via the Department Office (Admin 275), 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.

### **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 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 [\(ombuds@ucalgary.ca\)](mailto:ombuds@ucalgary.ca)  
[\(http://www.ucalgary.ca/provost/students/ombuds\)](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.