

PSYC 673 Psychopathology and Psychological Assessment of Children Winter 2021

Instructor:	Dr. Sheri Madigan	Lecture date/time:	Tues. 9:00-11:50
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Course Description:

The purpose of this course to provide an overview of theoretical, professional and ethical issues in the psychopathology and psychological assessment of child clinical populations. Instruction in the administration and interpretation of child and family assessment procedures including interviews, behavioural assessments, and selected psychological tests. Supervised practical experience in the application of child and family assessments in a relevant clinical setting.

Learning Objectives:

There are three principal goals of this course: (1) acquire knowledge and practical skills in the administration, interpretation, and communication of frequently used psychological tests assessing socio-emotional development, intellectual disabilities, and neurodevelopmental disabilities in children, (2) become proficient in using the DSM-5 to classify intellectual disabilities and neurodevelopmental disabilities in children, and (3) hone skills in integrating results of behavioral observations and psychological assessments into written reports and oral feedback to clients.

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

1. Critically evaluate various assessment instruments used in children with respect to their clinical utility and psychometric properties.
2. 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.
3. Interpret and integrate various sources of assessment results for diagnostic formulation pertaining to intellectual and neurodevelopmental disabilities.
4. Translate and integrate assessment data into written reports and develop parent, child, and classroom recommendations for preventative and remedial interventions
5. Effectively communicate assessment data and recommendations orally to clients
6. Proactively deal with ethical issues arising in professional evaluation situations

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.

Course Format

Lectures will be taught live (i.e., synchronously) via Zoom during each scheduled class as per the course schedule below and will be recorded and posted to D2L after class. Details about student technology requirements for courses are posted [here](#). Please let the instructor know if you have any questions or concerns about having reliable access to technology.

Prerequisites

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

Required Texts and Readings

a. Sattler, J. M. (2017). *Assessment of Children: Cognitive Foundations and Applications (6th ed.)*. San Diego, CA: Jerome M. Sattler, Publisher, Inc. can be obtained 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.

c. Pennington, B.F., McGrath, L.M., Peterson, R. L. (2019). *Diagnosing Learning Disorders: Science and Practice, 3rd Edition*. New York: NY: Guilford Press. Available online via UCalgary library.

d. Selected readings will be available via the D2L (<https://d2l.ucalgary.ca>) Reading List, located under My Tools.

Supplementary Resources

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. 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 and assignments)

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.

Potential shadowing experience (PENDING COVID-19 RESTRICTIONS)

Initial Exposure to Child Assessment Cases. As part of this course, students will shadow (i.e., observe) a psycho-educational assessment, from start to finish (i.e., intake interview to feedback session), conducted by a neuropsychologist at Alberta Children’s Hospital. This shadowing experience will be arranged by 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 subject.

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>.

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	10%	Throughout
2. Assessment #2 administration (see lab outline)	10%	April 6
3. Critical Test Presentation	25%	March 15, 22, or 29
4. Integrated Case Interpretation and Report Write Up	20%	April 23
5. Discussion questions	10%	Weekly (exceptions: Mar 2, 23, Apr 6, 13)
6. Article Review Presentation	5%	Jan 19, 26, Feb 2, 9 or Mar 9
7. Report Writing Small Assignments:		
A. Behavioral Observations Write-Up	5%	Jan 26
B. Results Write up from Assessment #2	5%	April 6
C. Recommendations handout	5%	April 9
D. Practice Integration and Case Formulation + presentation	5%	Mar 30

1. Seminar Participation (10%). It is expected that all students will participate in class discussions and activities. As a group, we will strive to create an open and inclusive environment so that thoughts, opinions, and lived experiences can be shared and respected. 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.

- 2. Psychoeducational Assessment (10%).** The purpose of this assignment is to learn to administer, score, and interpret a basic battery of psychological and educational tests. As detailed in the lab outline, your assessment #1 will be on a peer or someone in your COVID-19 bubble who will be given a child/adolescent role play scenario to act out. Your assessment #1 will be evaluated (by you) for administration and scoring accuracy, but not graded. Your assessment #2 will be on a child or adolescent volunteer (pending COVID restrictions) and your administration and scoring will be graded (10%). You will also be responsible for writing up the psycho-educational assessment WISC/WIAT results section based on assessment #2 (5%, see small assignments below).
- 3. Critical Test Presentation (20%)** Each student will develop and give a ~45-55-minute presentation (+10 minutes for questions/discussion; strict time limit) on a psychological assessment measure. As detailed in the presentation description and rubric in D2L, the presentation should 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. Students will select from the following list of tests for the presentation, to be given **during the lab portion** of the course:

 - i. Wechsler Preschool & Primary Scale of Intelligence (*Presentation date: March 15*)
 - ii. Wide Range Assessment of Memory and Learning (*Presentation date: March 15*)
 - iii. Woodcock Johnson – Tests of Cognitive Abilities (*Presentation date: March 22*)
 - iv. Woodcock Johnson - Tests of Achievement (*Presentation date: March 22*)
 - v. Bayley Scales of Infant and Toddler Development-II (*Presentation date: March 29*)
- 4. Integrated Case Interpretation and Report Write Up (25%).** The purpose of this assignment is to integrate learning from the small report writing assignments and 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 13, which you will use to write your report due **April 23**. 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 4-6 key recommendations.
- 5. Discussion questions (10%).** Students will be required to submit one or two questions 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 that are raised, including controversies, debates, and dilemmas associated with the topic for that week. For example, questions might deal with conceptual issues in diagnosis, diversity issues, research and/or methodological issues, future directions in assessment, etc. You are encouraged to prepare questions that are interesting and provocative and demonstrate your critical thinking about the weekly readings and its application to the course concepts. Although all questions will not be covered in each class, be prepared to discuss your questions and views. Questions must be typed and e-mailed to me (sheri.madigan@ucalgary.ca) by 5 PM on Monday of each week (**exclusions:** March 2, March 23, April 6, April 13). Questions that do not meet this criterion or are late will receive a 0. They will be graded as follows: very good (3), satisfactory (2), or needs improvement (1). Each question should not exceed one-half page, double-spaced. If you include additional articles, please cite the references in APA style.
- 6. Article review on child assessment. (5%)** You will be required to briefly summarize and critically evaluate one pre-selected article (see information in D2L). The expectation is that you will, in approximately 10

minutes, introduce the topic and then provide your ideas about the content. The articles represent developments in child and adolescent assessment and diagnosis, so your evaluation could potentially focus on, for example, theoretical or empirical issues, clinical utility, diversity issues, and/or how this work may move the field of psycho-educational/psychopathology forward. The goal of this exercise is to help you think critically about what you are reading, form your own opinion, and elicit feedback from others.

7. Report Writing – Small Assignments

The following series of small assignments are meant to give you initial experience with writing the essential sections of psycho-educational assessment reports. Our goal is to provide you with feedback and suggestions for organizational or content improvements, so that you can integrate this feedback into your final assignment (i.e., Integrated Case Interpretation and Report Write Up).

- A. 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.
- B. Results (5%).** You will write the results section of a psycho-educational report based on the results of your Assessment #2.
- C. Case Formulation (5%).** Generate a summary based on assessment information that will be provided. You and another classmate will be asked to provide a 10-minute class presentation (+5 min for questions) of your case formulation (i.e., describing the diagnose(s) assigned, evidence in support of this diagnosis, etc) to the class the week that this assignment is due (March 30).
- D. Recommendations (5%).** In addition to learning how to derive and write recommendations to address issues related to child psychopathology, this assignment will help students in the class develop a set of recommendations that can be used as a reference in writing future reports. Your task is to write a list of 2-3 (Calgary-friendly) recommendations for one of the following issues.
 - a. Math and reading difficulties
 - b. Spelling and written expression problems
 - c. Processing speed and working memory
 - d. Attention problems (sustaining attention, focused attention)
 - e. Hyperactivity and impulsivity

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 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.

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 12	Basic Principles of Child Assessment and Assessment Challenges	Sattler Ch. 1, 2, & 6 (pp.184-189 only) Pennington, McGrath & Peterson Ch 1 & 7 Duckworth (2011) Podcast: G: The Miseducation of Larry P (start at 7min mark) https://www.wnycstudios.org/podcasts/radiolab/articles/g-miseducation-larry-p Supplemental: Dawes & Faust (1989)
		Class Debate: To diagnose or not to diagnose?	Use resources above
2	T Jan 19	Informed Consent	Sattler Ch. 3 (pp.59-60; 69; 71-80 only) CAP standards of practice (pages 3-4; 11-14 only) CAP Practice Alert: Informed Consent for Minors CAP Practice Alert: Mature Minors Vega Project: https://vegaproject.mcmaster.ca/ (Recognizing and responding safely to child maltreatment module only) Coughlin (2018) Thomas (2007)
		Establishing Rapport; Implicit bias	Sattler Ch 6 (pp. 189-194) TedX by Dr. Hockett: https://www.youtube.com/watch?v=kKHSJHkPeLY How to check your unconscious bias by Dr. Eberhardt: https://www.youtube.com/watch?v=_Ayc8yMJJrs Supplemental: NPR Hidden Brain Podcast: The Mind of The Village: Understanding Our Implicit Biases https://www.npr.org/2020/06/20/880379282/the-mind-of-the-village-understanding-our-implicit-biases
		Behavioral observations (Part 2) Guest Lecturer: Dr. Sandra Mish	(Behavioral observations Part 1 to take place in lab on Jan 18) Sattler Ch. 6 (pp. 195-205) & Ch. 18 (pp.714-715) Behavioral obs handouts
	Jan 21	Last day to drop a class without financial penalty	
	Jan 22	Last day to add or swap a course	
3	T Jan 26	Intake interviews and history taking for assessments; Multi-informant reports of symptoms and functioning	JAACAP practice parameters for assessment Whitcomb Ch 6 De Los Reyes et al., (2015) McConaughy (2013) Ch TBD

	Jan 29	Tuition and Fee Payment Deadline	
4	T Feb 2	Multicultural and diversity issues in child assessment Co-Presenter: Michelle Zepeda	Sattler Ch 5 Sue et al. (2019) Ch 13 Rivera Mindt et al. (2010) Mushquash & Bova (2007) AACAP Practice parameters for cultural competence AACAP practice parameters for LGBTQ+ youth
5	T Feb 9	Intellectual Disability	DSM-V Intellectual Disability Pennington, McGrath & Peterson Ch 14 Schalock et al. (2007) Alberta Government Special Education Coding Criteria
		Giftedness	Robinson & Clinkenbeard (1998) Silverman (2020) Ford (2015) Alberta Government Special Education Coding Criteria
	Feb 14-20	Term Break	
6	T Feb 23	Autism Spectrum Disorder Guest Lecturer: Dr. Jerilyn Ninowski	DSM-V ASD Pennington, McGrath & Peterson Ch 13 Canadian Pediatric Society Standards of diagnostic assessment for ASD Volkmar & McPartland (2014)
7	T Mar 2	Specific Learning Disabilities Guest Lecturer: Dr. Marsha Vasserman	DSM-V SLD Pennington, McGrath & Peterson Ch 8-11 Pennington & Bishop (2009)
8	T Mar 9	ADHD	DSM-V ADHD Tannock (2013) Pennington, McGrath & Peterson Ch 12 Hinshaw (2018)
		Report Writing #1	Sattler Ch. 18
9	T Mar 16	Report Writing #2	Weiner (1985) Mastoras et al. (2011) Groth-Marnat (2006)
		Case Formulation Part 1 Co-Presenter: Michelle Zepeda	Havighurst & Downey, 2009 McLeod et al. Ch 4 Christon et al. (2015) Reports to be provided

10	T Mar 23	Case Formulation Part 2 Guest Lecturer: Dr. Jennifer Crosbie	CADDRA Guidelines for Assessing ADHD Frazier & Youngstrom (2006) Reports to be provided <i>Additional readings TBD</i>
11	T Mar 30	Student Case Formulation Presentations	
		Assessment Report Recommendations	Tharinger et al., (2008) Human (1993)
		Nurturing Self-Reflective Skills	Sattler Ch 6 (pp.183-188) Reflective practice exercise Finn (2005) <i>Additional Readings TBD</i>
12	T Apr 6	Assessment Feedback Guest Lecturer: Dr. Taryn Fay McClymont	Feedback that Sticks Chapters 1, 2, 4 Revisit Tharinger et al., (2008) Abrams & Goodman (1998)
13	T Apr 13	Case Formulation Part 3 Guest Lecturer: Dr. Jerilyn Ninowski	Reports to be provided Integration of all readings to date
	Apr 15	Winter Term Lectures End. Last day to withdraw with permission from Winter Term half courses.	

Absence from a Test/Exam

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

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/. 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) 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, 2021**. Last day add/swap a course is **Friday, January 22, 2021**. The last day to withdraw from this course is **Thursday, April 15, 2021**. <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>