



**Department of Psychology  
Psychology 673 – Psychological Assessment of Children  
Winter 2009**

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<b>Instructor:</b>	Dr. Douglas Murdoch	<b>Lecture Location:</b>	Room <u>SS008</u> – Social Sciences Building University of Calgary
<b>Phone:</b>	403-955-8966	<b>Lecture Days/Time:</b>	Mondays 3-6
<b>Email:</b>	<a href="mailto:dmurdoch@ucalgary.ca">dmurdoch@ucalgary.ca</a>	<b>Lab Time</b>	Selected Fridays from 1:00 to 4:00
		<b>Lab Location</b>	A248 (To be confirmed)
<b>Office:</b>	2 <sup>nd</sup> Floor, Richmond Road Diagnostic and Treatment Centre;	<b>TA</b>	Jeany Keates <a href="mailto:jkeates@ucalgary.ca">jkeates@ucalgary.ca</a> 403-220-4955
<b>Office Hours:</b>	By appointment	<b>Office/hours</b>	By appointment

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### Course Description and Goals

"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 family .....Services 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

### Overall Objective of the Course:

The overall focus of this course is the core knowledge and skills relevant to the psychological assessment of children and their families. 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 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. An observation of one multidisciplinary assessment of a family and child through the Diagnostic Clinic at the Richmond Road Diagnostic and Treatment Center.

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;
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.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.

### **Required Text**

Available from the Bookstore for Purchase:

A. 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

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

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)

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.<sup>1</sup>

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)

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/>

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

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

e.g Stark, Stephen (2002), Essentials of Millon Inventories Assessment 2<sup>nd</sup> 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 60-90 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.
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

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<sup>1</sup> 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.

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. You will have the opportunity to observe at least one multi-disciplinary team assessment of a child and family through the Diagnostic Clinic at the Richmond Road Diagnostic and Treatment 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.

**Assignments, due dates and Percentage Values:**

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

**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.

**Lecture Schedule (still under development)**

Ideally in table format with date of class, topics to be covered, and chapters/readings to be read. Due dates for tests/exams and assignments should be included in this schedule as well.

Monday/Friday (M/F)

Date	Topic/Activity/Readings/Due Date
M Jan 12	<p><u>Lecture 1: Organizational Meeting and Basic Issues in Child Assessment</u>  <b>Required:</b>  <u>Text:</u>  Mash, E.J. &amp; Hunsley, J. (2007) Chapter 1: Assessment of Child and Family Disturbance. In Mash, E.J. &amp; Barkley, R.A. <u>Assessment of Childhood Disorders: 4<sup>th</sup> Ed.</u> New York: Guilford.  <u>Photocopies</u> – (At Psychology )  Sattler, J.M. (2001) <u>Assessment of Children Cognitive Applications, Fourth 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 Applications in the Assessment Process (pgs 41 to 45; 71 to 73)</p>
F Jan 16	<p>Lab 1: Gathering History</p>
M Jan 19	<p><u>Lecture 2: WISC-IV: Contents and Administration</u>  <b>Required</b>  <u>Text</u>  Weiss, L.G., Beal, A.L., Prifetera, A., Saklofske, D.H., Alloway, T.P, &amp; Prifitera, A. (2008) “Chapter 1. Interpretation and intervention with the WISC-IV in the clinical assessment context” in Prifetera, A., Saklofske, D.H. &amp; Weiss, L.G. (Eds) (2008) <u>WISC-IV Clinical Assessment and Intervention 2e</u> New York: Academic Press  <u>Photocopies</u> – (At Psychology )  Sattler, J.M. (2001) <u>Assessment of Children Cognitive Applications, Fourth Edition.</u> San Diego: Jerome M Sattler, Publisher Inc.  a. Chapter 7: Administering Tests to Children  <b>Recommended</b>  <u>Online:</u>  2. Williams, P.E., Weiss, L.G., &amp; Rolfhus, E. (2004). WISC-IV Technical Report #1: Theoretical model and test blueprint [On-line]. Available: <a href="http://harcourtassessment.com/hai/Images/pdf/wisciv/WISCIVTechReport1.pdf">http://harcourtassessment.com/hai/Images/pdf/wisciv/WISCIVTechReport1.pdf</a>  3. Williams, P.E., Weiss, L.G., &amp; Rolfhus, E. (2004). WISC-IV Technical Report #2: Psychometric properties [On-line]. Available: <a href="http://harcourtassessment.com/hai/Images/pdf/wisciv/WISCIVTechReport2.pdf">http://harcourtassessment.com/hai/Images/pdf/wisciv/WISCIVTechReport2.pdf</a>  4. Williams, P.E., Weiss, L.G., &amp; Rolfhus, E. (2004). WISC-IV Technical Report #3: Clinical validity [On-line]. Available: <a href="http://harcourtassessment.com/hai/Images/pdf/wisciv/WISCIVTechReport3.pdf">http://harcourtassessment.com/hai/Images/pdf/wisciv/WISCIVTechReport3.pdf</a>  <u>Photocopies</u> – (At Psychology )  5. Sattler, J.M. (2001) <u>Assessment of Children Cognitive Applications, Fourth Edition.</u> San Diego: Jerome M Sattler, Publisher Inc.  a. Chapter 5: Historical Survey and Theories of Intelligence  b. Chapter 6: Issues related to the measurement of intelligence</p>
F Jan 23	<p>Last day for registration and change of registration. No fee refunds after today.</p>
F Jan 23	<p><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 26	<p><u>Lecture 3: WISC-IV: Scoring and Interpretation</u>  <b>Required:</b>  None  <b>Recommended:</b>  <u>Photocopies</u> – (At Psychology )  a) Holdnack, J.A. &amp; Weiss. L.G. (2006) “Chapter 5: Essentials of WISC-IV integrated interpretation” In Weiss, L.G., Saklofske, D.H., Prifitera, A. &amp; Holdnack, J.A. (Eds)</p>

	<u>WISC-IV Advanced Clinical Interpretation</u> . New York, Elsevier
F Jan 30	Lab 3: WISC-IV administration 2
M Feb 2	<p><u>Lecture 4: Rapport Building and Interviewing</u> <b>Required:</b> Photocopies – (At Psychology )</p> <ol style="list-style-type: none"> <li>1) Sattler, Jerome M (2002) <u>Assessment of Children: Behavioral and Clinical Applications 4<sup>th</sup> edition</u>. San Diego: Jerome M. Sattler Publisher Inc. <ol style="list-style-type: none"> <li>a. Chapter 1: Assessment of Behavior by Interview Methods: General Considerations</li> <li>b. Chapter 2: Interviewing Children Parents Teachers and Families</li> </ol> </li> </ol>
F Feb 6	Lab 4: WIAT (screener) introduction/administration
M Feb 9	<p><u>Lecture 5: Behaviours, Emotions and Abilities</u> <b>Required:</b> Photocopies – (At Psychology)</p> <p>Ramsay, M.C, Reynolds, C.R. and Kamphaus, R.W. (2002) <u>Essentials of Behavioral Assessment</u>. New York: Wiley</p> <p>Chapter 1: Approaches to Standardized Behavioral Assessment Chapter 2: Merits of the Inventories</p>
F Feb 13	Lab 5: BASC2 and CBCL issues in administration and scoring
M Feb 16	Alberta Family Day – No classes
F Feb 20	Reading Week – No classes Feb 15-22
M Feb 23	<p><u>Lecture 6: Diagnosis and Formulation</u> <b>Required</b> Photocopies – (At Psychology )</p> <p>Kamphaus, R.W &amp; Campbell, J.M. (2006) <u>Psychodiagnostic Assessment of Children: Dimensional and Categorical Approaches</u>. Hoboken New Jersey: John Wiley and Sons</p> <p>Chapter 1: Kamphaus, R.W , Rowe, E.W.,Dowdy, E.T &amp; Hendry C.N. Classification and Diagnostic Concepts” Chapter 2: Kamphous, R.W. Interpretation of Findings Chapter 13: Clusters of Child Adjustment</p> <p>Murdoch, D. &amp; Barker. P. (1991) <u>Basic Behaviour Therapy London</u>: Blackwell Scientific Publications Chapter 7 Behavioral Formulation pg 77-88.</p>
F Feb 27	Lab 6: To be individually scheduled: Practice developmental history; BASC2 or CBCL; WISC4/WIAT-II
M Mar 2	MIDTERM – In the computer laboratory, Multiple choice, short answer and short essay
F Mar 6	No Lab
M Mar 9	<p><u>Lecture 7a: Observation Techniques and Issues</u> <b>Required</b> Photocopies – (At Psychology )</p> <p>Sattler, Jerome M (2002) <u>Assessment of Children: Behavioral and Clinical Applications 4<sup>th</sup> edition</u>. San Diego: Jerome M. Sattler Publisher Inc.</p> <p>Chapter 4 Assessment of Behavior by Observational Methods: Part 1 Chapter 5 Assessment of Behavior by Observational Methods: Part 2</p> <p>Murdoch, D. &amp; Barker. P. (1991) <u>Basic Behaviour Therapy London</u>: Blackwell Scientific Publications Chapter 3: Some Basic Aspects of Behaviour p 19-26</p> <p><b>Lecture 7b: Student Presentation 1</b></p>
F Mar 13	Lab 7: To be individually scheduled: Practice developmental history; BASC2 or CBCL; WISC4/WIAT-II
M Mar 16	<p><u>Lecture 8 a: Assessment of the family</u> <b>Required</b> Texts</p> <p>McGoldrick, M; Gerson, R. &amp; Petry, S. (2008) <u>Genograms Assessment and</u></p>

	<p>Intervention. New York: W.W. Norton &amp; Company</p> <p>a. Chapters 1-3</p> <p><u>Photocopies</u> – (At Psychology)</p> <p>McCubbin, H.I. &amp; Figley, C.R. (eds) (1983) <u>Stress and the Family Volume 1: Coping With Normative Transitions</u>. New York: Bruner Mazel (photocopy)</p> <p>b. McCubbin, H.I. &amp; Patterson, J.M. "Chapter 1: Family Transitions: Adaptation to Stress"</p> <p><b>Recommended:</b></p> <p>Texts</p> <p>➤ McGoldrick, M; Gerson, R. &amp; Petry, S. (2008) <u>Genograms Assessment and Intervention</u>. New York: W.W. Norton &amp; Company</p> <p>c. Rest of the book</p> <p><b>Lecture 8 b: Student Presentation 2</b></p>
F Mar 20	<p>Lab 8: To be individually scheduled: Practice developmental history; BASC2 or CBCL; WISC4/WIAT-II</p>
M Mar 23	<p><u>Lecture 9a: Delivering the news – report writing and oral presentations</u></p> <p><b>Required</b></p> <p><u>Photocopies</u> – (At Psychology)</p> <p>Weiss, L.G., Saklofske, D.H., Prifitera, A. &amp; Holdnack, J.A. (Eds) <u>WISC-IV Advanced Clinical Interpretation</u>. New York, Elsevier</p> <p>Schwean, V.L., Oakland, T., Weiss, L.G., Saklofske, D.H., Holdnack, J.A. &amp; Prifitera, A. "Chapter 8: Report writing: A child-centered approach.</p> <p>Sattler, J.M. (2001) <u>Assessment of Children Cognitive Applications, Fourth Edition</u>. San Diego: Jerome M Sattler, Publisher Inc.</p> <p>Chapter 21: Principles of Report Writing</p> <p>Sattler, Jerome M (2002) <u>Assessment of Children: Behavioral and Clinical Applications 4<sup>th</sup> edition</u>. San Diego: Jerome M. Sattler Publisher Inc.</p> <p>a. Chapter 3: Other considerations related to the interview</p> <p><b>Lecture 9b: Student Presentation 3</b></p>
F Mar 27	<p>Lab 9: To be individually scheduled: Practice developmental history; BASC2 or CBCL; WISC4/WIAT-II</p>
M Mar 30	<p><u>Lecture 10a: Assessment of risk</u></p> <p><b>Required</b></p> <p><u>Photocopies</u> – (At Psychology)</p> <ul style="list-style-type: none"> <li>• Suicide Risk Assessment Working Group Mental Health &amp; Addictions Services (April 2007) <u>Terminology</u> Calgary: Calgary Health Region</li> <li>• Mental Health &amp; Addictions Services (April 2007) <u>Suicide Risk Assessment and Documentation</u> Calgary: Calgary Health Region</li> <li>• Suicide Risk Assessment Working Group Mental Health &amp; Addictions Services (April 2007) <u>Core Competencies</u> Calgary: Calgary Health Region</li> </ul> <p><b>Lecture 10b: Student Presentation 4</b></p>
F Apr 3	<p>Lab 10: To be individually scheduled: Practice developmental history; BASC2 or CBCL; WISC4/WIAT-II</p>
M Apr 6	<p><u>Lecture 11a: Assessment of Child Abuse and Trauma</u></p> <p><b>Required</b></p> <p>Pearce, J.W. &amp; Pezzot-Pearce, T.D. (2006) <u>Psychotherapy of Abused and Neglected Children</u>. 2<sup>nd</sup> ed. New York: Guilford.</p> <p>Chapter 4. Assessment of the Child</p> <p><b>Lecture 11b: Student Presentation 5</b></p>
F Apr 10	<p>Good Friday – No classes</p>
M Apr 13	<p><u>Lecture 12: Atypical Assessments (OR Learning Disabilities)</u></p> <p><b>Required:</b></p> <p>Text</p> <p>Gregoire, J., Georgas, J., Saklofske, D.H., Van DeVijer, F. Wierzbicki, C., Weiss,</p>



	<p>L.G. &amp; Zhu, J. "Chapter 14: Cultural issues in clinical use of the WISC-IV" in Prifetera, A., Saklofske, D.H. &amp; Weiss, L.G. (Eds) (2008) <u>WISC-IV Clinical Assessment and Intervention 2e</u> New York: Academic Press</p> <p><b>Recommended</b> Photocopies – (At Psychology)</p> <p>Sattler, J.M. (2001) <u>Assessment of Children Cognitive Applications, Fourth Edition</u>. San Diego: Jerome M Sattler, Publisher Inc.</p> <ul style="list-style-type: none"> <li>c. Chapter 19: Assessment of culturally and linguistically diverse children: Background considerations and dynamics</li> <li>d. Chapter 20: Assessment of culturally and linguistically diverse children: research findings and recommendations</li> </ul> <p><b>Lecture 12b: Case presentations</b></p>
Thu. Apr 16	Last day to allocate research participation credits. Lab 11: Review of integrated reports
F Apr 17	FINAL EXAM Lectures end. Last day to withdraw.
April 20-30	Office hours by appointment for any questions about the final exam/mark

### 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 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

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam. A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

### **Important Dates**

The last day to drop this course and still receive a fee refund is **January 23, 2009**. The last day to withdraw from this course is **April 17, 2009**.