

**Psychology 4A03: Assessment in Children
Course Outline Jan-April 2019**

Time: Monday 9:30 – 10:20 am Thursday 9:30 -11:20 am	Instructor: Dr. Geoffrey Hall
Location: Hamilton Hall 217	Contact: hallg@mcmaster.ca x23033 PC307
Course Website : on Avenue to Learn	TAs: Emil Apostolov & Alina Protopopescu
Office Hours: By Appointment	Contact: apostole@mcmaster.ca aprotopo@stjosham.on.ca

Course Objectives: This course provides an examination of psychological assessment and testing, including principles of assessment, interviewing, test selection, scoring, interpretation, synthesis, and report writing. Interview and observation methods, as well as intellectual, educational, neuropsychological and clinical tests will be examined. The major focus will be on assessment of the child. Partial test batteries and mock tests will be utilized for educational purposes.

Prerequisites Effective 2014-2015: Registration in Level IV of an Honors Psychology, Neuroscience & Behaviour or Combined Honors Psychology program; PSYCH 2AP3, 3B03, and credit or registration in Psych 3MT3 (psychometrics). Preference will be given to students registered in the Honors PNB (Mental Health Specialization).

Course Materials/Readings: There is no required textbook for this course. Assigned readings will be available on A2L.

Course Evaluation:

- 15% Presentation
- 10% Lab Participation
- 30% Midterm
- 15% Essay
- 30% Final Exam

Presentation: The group presentations (2-3 people per group) will take place in the lecture each Thursday. The presentations should be 20-25 minutes each, and on your assigned date you will cover the theoretical foundation of the assessment, including the targeted population, description of scales, administration details, scoring, benefits and limitations, standardization, reliability and validity and comparison to other similar tests. The second half of the presentation will include an individual presentation with a description of a journal article that utilizes the assessment you are presenting on. Include information on the background, methods, analysis, results and implications in addition to how the assessment was utilized to inform the findings.

Midterm: will be held in class on February 11th. Exams: The midterm will cover lecture material (e.g. lecture notes, presentations, labs) and assigned readings, including readings on topics from the textbook that are not discussed in class. The format of the exams maybe a combination of multiple choice, fill in the blank, and short answer questions.

Class	Lab	Presentation	Readings
<u>Jan 7</u> Intro to Assessment Ethical and Legal Issues	<u>Jan 10</u> Intake interviews Learning Style Assessment	Assign presentations	1 (Sattler) 3 (Sattler)
<u>Jan 14</u> Interviewing Technique Interviewing Children	<u>Jan 17</u> SCID – I MINI	1) SCID 2) MINI	5 (Sattler) 6 (Sattler)
<u>Jan 21</u> Theories of Intelligence Wechsler Scales	<u>Jan 24</u> WISC (verbal) WISC (WM) WISC (PR)	3) Wisc IV verbal 4) Wisc IV WM	5 Pg. 119-167 (Groth-Marnat)
<u>Jan 28</u> WISC-IV Subtests Interpreting WISC-IV	<u>Jan 31</u> WISC (PS) Leiter S-B	5) Wisc IV perceptual 6) Wisc IV process speed	5 Pg. 119-167 (Groth-Marnat)
<u>Feb 4</u> Developmental Scales	<u>Feb 7</u> BSID motor BSID behavioural Mullens*	7) Mullens 8) BSID	18 Pg. 677-678 (Sattler)
<u>Feb 11</u> Mid Term Exam	<u>Feb 14</u> Field Trip	Field trip	
<u>Feb 18</u> MIDTERM BREAK	<u>Feb 21</u>		Pg 225-226 (Catell & Horn) Pg 697-700 (Sattler) Pg 227-229 (Caroll)
<u>Feb 25</u> Report Writing	<u>Feb 28</u> PIAT WRAT Tema	9) TEMA 10) WRAT option Woodcock or PIAT	25 (Sattler)
<u>March 4</u> Clinical Applications: ASD	<u>March 7</u> ADI RBS ASRS	11) ADI 12) RBS	22 (Sattler)
<u>March 11</u> Clinical Applications: ADHD	<u>March 14</u> CPT Conners SWAN	13) CBCL 14) CPT	15 (Sattler)
<u>March 18</u> Clinical Applications: MDD, BPD, Anxiety, Suicide, Antisocial Behaviour,	<u>March 21</u> PAPA	15) Dominic 16) DANVA	14 (Sattler) 6 (Mash & Barkley)
<u>March 25</u> Visual-Motor Assessment	<u>March 28</u> Bruininks-Oseretsky GM Bruininks-Oseretsky FM	Hopkins Catch up*	12 (Sattler)
<u>Apr 1</u> Neuropsychological Assessment	<u>Apr 4</u> REYS / Bender	REYS NEPSY Option Halstead-Reitan	23 & 24 (Sattler)

Essay: You will be given a brief case description of a patient who is being presented to you for an assessment. Prepare an essay on how you would plan to assess this patient, keeping in mind how you would build rapport, prepare the assessment environment, the age of the patient, the possible tests that you would use for assessment given the presenting symptoms, and the rationale for the choice of tests. The essay should be 5-6 pages, size 12 font, double spaced using Times New Roman. Please include a cover page with your name, date, course title, and student ID number.

Class Participation

Class members will be assigned 2 papers from the readings that accompany class presentations. You will be expected to read the paper and come prepared for the discussion during the presentation. For each presentation paper there will be 2 class readers assigned. Participation also includes coming to class and engaging in discussions and getting actively involved in cooperative activities with test instruments.

Field Trip:

Each year we organize a site visit to a local mental health facility. This year we will be visiting St. Joseph's Healthcare Hamilton – West 5th Campus. We will have a chance to learn about the Assessment services at West 5th, particularly the Neuropsych service. Dr. Elena Ballantyne and Psychometrist Mike Mosher will be meeting with us and sharing their insights. In addition, we will be given a tour of the Neuropsych facilities. This is a great opportunity to see a community service, learn about possible future careers, and ask questions.

MSAF rules: Missed work *or* missed presentations – Students should make themselves aware of the policies surrounding the McMaster Student Absence Form, and contact the Professor as soon as possible. Any missed work will be either be postponed to a later date within a week of the due date or adjusted based on the instructor's discretion. In the event of a missed presentation; a single make-up assignment will be arranged at the end of term.

<http://mcmaster.ca/msaf/>

<http://www.science.mcmaster.ca/associatedean/>

SAS Accommodations: Students with official SAS Accommodations are welcome to discuss their needs with Dr. Hall so that we can provide appropriate supports. Students with accommodations relating to exams (i.e. private rooms for exams, extra time for exams) are highly encouraged to make alternative arrangements with SAS at least 2 weeks before the scheduled exams. SAS proctored exams must be completed within 24 hours of original exam date. Students with accommodations relating to assignments and presentations (i.e. adjusting due dates, extra time for assignments etc.) must discuss these accommodations and make arrangements with Dr. Hall.

Academic Integrity and Academic Dishonesty:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.