

Introductory Assessment (Focus on Children and Adolescents; Psych
806/3.0) Winter 2025¹

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Clinical Psychologist
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available by appointment by telephone, Teams call, or in person after 5pm

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Fridays 9-10 am, Humphrey 200

Course Description: This course introduces students in the Clinical Psychology Program to the theory and practice of psychological assessment with children and adolescents. Psychometric tests of intellectual ability, other cognitive skills that are important for learning and academic progress, and academic achievement are reviewed. Approaches to assessment of behaviour, emotions, and social interactions/adjustment are also discussed, including rating scales and diagnostic interviews.

Course Goal: Acquire knowledge of and practical skill in the use of and interpretation of psychological tests with children and youth.

Course Learning Outcomes:

1. Acquire skill in the administration, scoring, and interpretation of the Wechsler Intelligence Scale for Children 5th Ed. (WISC-V).
Assessed by: practice administration with colleague, TA and formal passout
2. Acquire knowledge and understanding of the Cattell-Horn-Carroll model of cognitive abilities and its use in understanding and interpreting assessment results.
3. Acquire knowledge and understanding of the uses and interpretation of tests of other areas of cognitive ability, including memory, visual-motor integration, vocabulary, visual-motor integration, academic achievement.
4. Acquire knowledge and understanding of the uses and interpretation of rating scales that provide information about behaviour, emotions, social interaction skills, etc.
5. Acquire knowledge and demonstrate conceptual understanding of neurodevelopmental disorders, their accepted diagnostic criteria, and approaches to their assessment [e.g., intellectual developmental disorder (intellectual disability); attention-deficit/hyperactivity disorder (ADHD); learning disability vs. specific learning disorder vs. dyslexia, dyscalculia, dysgraphia; autism spectrum disorder (ASD)].

¹ Winter term classes end April 4, 2025; Reading Week is February 21, 2025; Exam period is April 23, 2025

	Using rating scales to obtain information about behaviour, emotions, social interactions and adjustment WISC-V practice administration with TA due.
17 February 2025	Reading week – no lecture/class but Dr. Goodman is available if needed.
24 February 2025	Guest Lecture: Registered Behaviour Analyst Melissa Spencer Case Study Example Report Writing, Feedback Meeting, sharing results and recommendations with caregiver, child/youth, school team, others.
3 March 2025	Intellectual Developmental Disorder (Intellectual Disability) Global Developmental Delay Autism Spectrum Disorder Assessment of young children
10 March 2025	Passouts this week –
17 March 2025	Assessment and Diagnosis of ADHD; use of rating scales, interviews, report cards, cognitive profiles.
24 March 2025	Rating Scale Review – sharing with class;
31 March 2025	Last class - review and catch up Work period to prepare summary of strengths, needs, supports
14 April 2025	Final assignment (infographic) due

Assessment

1. Test Administration Checklist and Test Behaviour write up in class (January 20, 2025, 5 marks) Due date: January 20, 2025
2. Practice Administration of WISC-V with colleague (10 core subtests and Information, Picture Concepts) Score test and submit scored Record Form and Response Booklet including summary scores, primary analysis, ancillary and complementary analysis and behaviour observations. Due date: Jan 27 2025 (pass/fail) (4 marks)
3. Practice Administration of WISC -V with TA (10 core subtests, Information, Picture concepts) Immediate feedback provided from TA using Test Administration Checklist Score and submit Record Form and Response Booklet, WISC-V Interpretation Worksheet Submit to TA one week following administration Due date: Feb 10 2025 (pass/fail) (6 marks)
4. WISC-V Passout with analysis and write-up of Results Section (30 marks) Score and submit Record Form and Response Booklet, complete WISC-V Interpretation Sheet, Complete self-reflection relating to rapport and test administration.

Passouts will occur during the week of March 10, 2025 and due one week following date of administration.

5. Based on Case Study info and de-identified assessment report, develop an assessment summary in the form of an infographic using reduced, simplified, and accessible language summarizing strengths, needs, supports (20 marks) Examples will be reviewed in class.
Due date: April 14, 2025
6. Rating Scale Review and Share (20 marks) Select a free rating scale used to evaluate behaviour, emotions, or social interactions and provide a review based on criteria provided by instructor (e.g., target symptoms assessed, age range, how G [(n)8(g)-4(e)-5(,)14()] TJ 36

