

Psychology 805 Course Outline
Assessment of Adults
Fall Semester

Instructor:

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Brief Course Description:

This course builds on undergraduate theoretical and psychometric knowledge to provide an introduction and overview to the practical skills of evaluating and selecting cognitive assessment tools for adults, administering and scoring common tests, and understanding their role in clinical practice. Students are also introduced to diagnostic classifications and taught about the selection and use of adaptive behaviour assessments.

The *Mutual Recognition Agreement* (2001) defines Core Competencies to be a psychologist across Canada. For this class, the student will begin developing the Core Competency **Assessment and evaluation**, addressing Knowledge and Skill requirements as given below:

Knowledge Required:

- Assessment methods
- Knowledge of populations served
- Human development
- Diagnosis

Skills Required:

- Formulation of a referral question
- Selection of methods
- Information collection and processing
- Psychometric methods
- Formulation of hypotheses and making a diagnosis when appropriate
- Report writing
- Formulation of an action plan

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Overall Course Goals:

- To be able to carry out a cognitive assessment on an adult, including formulating hypotheses related to the referral, selecting appropriate measures, administering, scoring and interpreting common tests, and integrating results into a conclusion (informing a diagnosis).
- To understand the difference between cognitive assessment and cognitive screening in terms of the healthcare disciplines involved, strengths and limitations of screening tools in comparison to full assessment.
- To identify both the ethical and practical challenges and strategies for conducting adult assessment within the post acute COVID-19 environment including remote/virtual assessment, implications of Personal Protective Equipment and implications on findings.
- To write a report that accurately communicates the results of the assessment.
- To have an awareness of emerging testing media and platforms, their uses and limitations.
- To be introduced to various diagnostic taxonomies and BPS formulation.
- To understand the use and role of adaptive assessment, in the context of the assessment of intellectual disabilities.

Specific objectives:

1. ***Objective:*** to be aware of the indications and implications for assessment.
Skill: the student will be able to identify when and why an assessment might be useful and what the positive and negative implications may be.
Assessment: test presentation to class.
2. ***Objective:*** to be able to determine the strengths, weaknesses, and appropriateness of various measures of cognitive performance in adults.
Skill: the student will administer and score a WAIS-IV and will also be familiar with procedures for other common standardized measures.
Assessment: successful completion of WAIS-IV Passout; test presentation; MMSE paper
3. ***Objective:*** to be able to select and evaluate psychometric tools and their formats, including digital testing.
Skill: the student will be able to research and select psychometrically and clinically valid tools for specific disorders and populations.
Assessment: test presentation, exam
4. ***Objective:*** to be aware of the ethical issues associated with assessment.
Skill: the student will be able to identify potential ethical concerns and appreciate their implications for the assessment process.
Assessment: class discussion and participation, test presentations, exam

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5. **Objective:** to be aware of the WHO International Classification of Functioning (2002).
Skill: the student will become familiar with formulation of a Bio-Psycho-Social model.
Assessment: class discussion and participation, exam

6. **Objective:** to integrate case history, assessment needs including ethical considerations, tool selection, test results and interpretation.
Skill: write a brief report based on case data provided and results generated from the in-class test presentations.
Assessment: Report writing assignment

7. **Objective:** to be aware of the ethical and practical implications of electronic, remote assessment, and COVID-19 non-standardized assessment implications.
Skill: the student will understand the importance determining which methods are best suited to the circumstances
Assessment: class discussion and participation, WAIS-IV Passout, exam

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Overall Grading:

1. Practical assessment experience: the student will score an MMSE based on the class case example and write a brief report identifying the challenges in scoring the MMSE, offer possible hypotheses about the meaning of the results, identify what other areas might need to be assessed further to help discriminate amongst the hypotheses offered. 15%
2. Practical assessment experience: the student will successfully administer the WAIS-IV under the supervision of the course TA and psychologist (meet the criteria on the TA assessment form with a score of at least 80%) and then successfully administer and score a WAIS-IV to an actual patient/client under the supervision of a psychologist in the community. 25%
3. Students will each present an assigned test to the class. This will include reviewing test uses, the administration procedures of the selected test/group of tests, relevant recent literature about the test(s), discussion of how the test(s) are related to the WAIS-IV using criteria provided in class. 20%
4. The student will complete a brief Psychology Assessment Report using the template provided 20%
5. Exam (short answer, WAIS protocol analysis, classification, OPEN-BOOK) 20%

Please note that in order to pass the course, the student must pass each component of the course—that is, receive at least 65% of the marks assigned for items 1, 3-5 and successfully complete the WAIS-IV “PASSOUT” as defined in item #2. If any of the items are not completed with a "pass" the student will automatically receive a grade of no higher than 64.

In the event that item #2 is not completed satisfactorily, a second opportunity may be provided.

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Core Knowledge Gained:

Biological bases of Behaviour relevant to client populations or course topics covered: students will understand the basics of Neuropsychology and integrate their knowledge in brain-behaviour relationships with their acquired assessment skills and apply this within the Model of Functioning.

Cognitive & affective bases of behaviour relevant to client populations or course topics covered: students will learn to quantify and measure cognitive performance and determine the relationship between these measures and everyday behaviour and apply this within the Model of Functioning.

Social bases of behaviour relevant to client populations or course topics covered: the implications of culture, ethnicity and social processes that may affect the assessment and outcome are considered and apply this within the Model of Functioning.

Historical evolution of research and practice relevant to course topics covered: an overview of the historical development and current issues in the assessment field are presented.

Assigned text:

None. Selected readings are provided.

Auxiliary readings:

Kaufman A & Lichtenberger, E (2009) Essentials of WAIS-IV Assessment

Evans, D., Dobson, K.S., (2021) Law, Standards, and Ethics in the Practice of Psychology, Fourth Edition (<https://www.cavershambooksellers.com/search/0779898052>)

Guidelines for Best Practices in Psychological Remote Assessments Version I. (Ontario Psychological Association).
<http://www.psych.on.ca/getattachment/6be07aee-299d-4bf5-a21a-199cea8312bd/OPACAPDA-Remote-Assessment-V8.pdf.aspx?ext=.pdf>

Selected readings provided in throughout the course.

College of Psychologists of Ontario: Email Stephanie Morton, identifying yourself as a Queen's Clinical Program student, to be added to the mailing list for College updates and information
smorton@cpo.on.ca

Additional References

Mutual Recognition Agreement (<http://www.cpa.ca/documents/MRA.pdf>)

Intellectual Disability Definition, Classification and Systems of Supports (AAIDD, 2010)
<http://bookstore.aaid.org/BookDetail.aspx?bid=97>

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- DSM 5 <http://www.dsm5.org/ProposedRevisions/Pages/proposedrevision.aspx?rid=384#>
<https://www.psychiatry.org/psychiatrists/practice/dsm>
- ICD 10 <http://www.who.int/classifications/icd/en/>
<http://www.apa.org/monitor/jan06/changing.aspx>
- ICF <http://www.who.int/classifications/icf/en/>;
<http://www.who.int/classifications/icf/site/beginners/bg.pdf>
http://www.cdc.gov/nchs/data/icd/ICFOverview_FINALforWHO10Sept.pdf

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805 Class schedule for 2024 Wednesday 2:30 – 5:30

Class will be **In-Person H326 in Humphrey Hall**

1. Sept 5:
 - Roles in Clinical Psychology
 - History, overview and development of assessment
 - How to evaluate a test, hypothesis testing, ethics in assessment

2. Sept 12:
 - Brief history of intelligence
 - the MSE and Mini-Mental State examination, video case study

Bring your own WAIS-IV Kit to class and on Sept. 19th and 26th)

3. Sept 19: **MMSE Assignment DUE**
Bring your own WAIS-IV Kit to class today
 - WAIS-IV overview and demonstration:
 - WAIS-IV demo of administration

4. Sept. 26: **Bring your own WAIS-IV Kit to class today**
 - WAIS-IV demo of administration

5. Oct 3: **WAIS theory, WAIS-IV scoring and interpretation**
 - WAIS Theory
 - WAIS-IV scoring and interpretation (continued)

6. Oct 10: **WAIS-IV scoring and interpretation (continued)**
Demo of test presentation: The KSCAr^{+Drive}

7. Oct 17: **Fall Term Break** **READING WEEK (no class)**

8. Oct 24: **Memory and Attention Assessment**
 - WMS-IV: Adult and Older Adult
 - Other memory measures**WAIS-IV/WMS-IV score profiles**

9. Oct 31: **Class presentations of assigned test reviews X3 DUE** (psyc805 students + psychology Residents from the Kingston Internship consortium)

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10. Nov. 7: **Class presentations of assigned test reviews X2 DUE** (psyc805 students + psychology Residents from the Kingston Internship consortium)
Interpretation of WAIS-WMS profiles for various diagnostic groups
11. Nov. 14; **Report Writing Considerations**
- Computer Scoring
 - Interpretation
 - Report Writing / Providing Feedback
12. Nov 21: **Report writing assignment DUE**
Adaptive Functioning Assessment in the ID (Intellectual Disability) Population
Introduction to Q – Interactive: Digital testing
COVID lessons and considerations
13. Nov 28: **In-Class Exam**
(Successful WAIS-IV administration to patient/client should be completed by mid DECEMBER)