

## **Introductory Assessment (Focus on Children and Adolescents; Psych 806/3.0)**

Winter 2026<sup>1</sup>

**Instructor:** Dr. Julie Goodman, C. Psych.  
Clinical Psychologist  
[julie.goodman@queensu.ca](mailto:julie.goodman@queensu.ca)  
available by appointment (telephone, Teams, or in person after 4:30 pm).

**Teaching Assistant:** Madelaine Gravelle (16MNKG@queensu.ca); office hours: by appointment

**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 – 5<sup>th</sup> 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, 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 a 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)].

---

<sup>1</sup> Winter term classes end April 6, 2026; Reading Week is February 16-20, 2026; Exam period is April 9-23, 2026

6. Demonstrate an understanding of formal written psychological assessment reports based on client history, test results, rating scales, and referral question.

**Course Materials:** Wechsler Intelligence Scale for Children – 5<sup>th</sup> Ed. (WISC-V); various readings provided by Dr. Goodman.

**Course Schedule:**

|  |   |
|--|---|
| 5 Jan 2026<br><br><br><br><br><br><br>Lecture 1      | <p>Introductions and housekeeping items<br/>Introduction to the Cattell-Horn-Carroll theory and model of intelligence</p> <p><b>Reading:</b> Flanagan, D. &amp; Dixon, S. (2014) The Cattell-Horn-Carroll Theory of Cognitive Abilities. In Encyclopedia of Special Education: A reference for Education of Children, Adolescents, and Adults with Disabilities and Other Exceptional Individuals, pp. 1-13.</p>                |
| 12 January 2026<br><br><br><br><br><br><br>Lecture 2 | <p>Review of WISC-V subtests and CHC Model Analysis<br/>WJ-V and supplementing with cross battery assessment</p> <p><b>Reading:</b><br/>Chapter 2: Intelligent WISC-V Administration: Test Kit Version in:<br/>Kaufman, A. S., Raiford, S. E., &amp; Coalson, D. L. (2016). <i>Intelligent testing with the WISC-V</i>. John Wiley &amp; Sons, Inc.</p> <p><b>Reference:</b> WISC-V Test kit and manuals; WISC-V crib sheet</p> |
| 19 January 2026<br><br><br><br><br><br><br>Lecture 3 | <p>Review of WISC-V administration and scoring</p> <p>In class <b>WISC-V</b> demonstration</p> <p>Discussion of <b>Test Behaviour Observations</b>; write up completed in class.</p>  |
| 26 January 2026<br><br><br><br><br><br><br>Lecture 4 | <p>WISC-V Interpretation and Analysis<br/>In class intake interview<br/>Introduction to WRAML3</p> <p>WISC-V practice administration with colleague due to TA<br/>(Record Form and Response Booklet, behaviour observations).</p> <p>Arrange WISC-V practice administration with TA during the week of Feb 2.</p>   |
| 2 February 2026                                      | <p>Assessment of <b>Learning Disability, Specific Learning Disorder</b>, and the Dys's, with a focus on processing skills important for reading.</p> <p><b>Achievement Testing</b> – Wechsler individual Achievement Test – Fourth Edition – Canadian Edition (WIAT 4 CDN)<br/><b>Phonological Processing</b> – Comprehensive Test of Phonological Processing – Second Edition (CTOPP2)</p>                                     |

|                  |  |
|------------------|--|
| Lecture 5        | <b>Reading:</b> Ontario Psychological Association (OPA) Guidelines for Assessment and Diagnosis of Learning Disabilities (revised 2022 with Right to Read Addendum)<br>DSM-V TR Criteria for Specific Learning Disorder  |
| 9 February 2025  | <b>Guest Lecture:</b> SLP assessment, Developmental Language Disorder<br>Chichi Mgbemena, M.Sc., Speech-Language Pathologist<br><br>WIAT-4 Cdn and CTOPP2 continued if needed  |
| Lecture 6        | (TA away this week)  |
| 16 February 2026 | <b>Reading week</b> – no lecture/class but Dr. Goodman is available if needed.   |
| 23 February 2026 | Using <b>rating scales</b> to obtain information about behaviour, emotions, social interactions and adjustment<br><br><b>Case Study Example</b><br>Report Writing, Feedback Meeting, sharing results and recommendations with caregiver, child/youth, school team, others. |
| Lecture 7        | WISC-V practice administration with TA write up due this week.   |
| 2 March 2026     | Intellectual Developmental Disorder (Intellectual Disability)<br>Global Developmental Delay<br>Autism Spectrum Disorder<br>Assessment of young children; assessment of minimally verbal children   |
| Lecture 8        |  |
| 9 March 2026     | Passouts this week...  |
| Lecture 9        | <b>Wide Range Assessment of Memory and Learning – Third Edition (WRAML3)</b>   |
| 16 March 2026    | Passouts this week....   |
| Lecture 10       | Assessment and Diagnosis of <b>ADHD</b> ; use of rating scales, interviews, report cards, cognitive profiles.  |
| 23 March 2026    | Rating Scale Review – sharing with class; write ups due.;  |
| Lecture 11       | Catch up   |
| 30 March 2026    | (Rating Scale Review – sharing with class, if we need more class time) review and catch up<br>Work period to discuss final assignment; summary of strengths, needs, supports.  |
| Lecture 12       |  |
| 6 April 2026     | No class – Easter Monday   |
| 13 April 2026    | Final assignment due (infographic)   |

## Assessment

1. **Test Administration Checklist and Test Behaviour** write up in class January 19, 2026 (5 marks) Due date: January 19, 2026
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 26 2026 (pass/fail) (4 marks)
3. **Practice Administration of WISC-V with TA**  
(10 core subtests, Information, Picture concepts)  
Immediate feedback about test administration provided from TA using Test Administration Checklist immediately following practice administration.  
Score and submit Record Form and Response Booklet, WISC-V Interpretation Worksheet  
Submit to TA ASAP (note TA away during week of Feb. 9, 2026).  
Due date: Feb 23 2026 (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 9 and March 16, 2026 and due one week following date of administration.
5. **Rating Scale Review and Share** (20 marks) Select a free/ in the public domain rating scale used to evaluate behaviour, emotions, or social interactions in children and/or youth and provide a review based on criteria provided by instructor (e.g., target symptoms assessed, age range, how to access, reliability and validity information (provide at least one empirical study that speaks to development, validation, use of, etc.), rater information (self-report, teacher report, parent/caregiver report), ease of access, mode of delivery (paper, online), languages, scoring (hand scoring, online scoring, excel spreadsheet), types of scores (percentiles, T-scores, cut offs, etc.).  
Due date: March 23, 2026
6. 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, suggestions for support / accommodations (20 marks)  
Examples will be reviewed in class.  
Due date: April 13, 2026
7. **Participation and Self-Reflected Learning** (15 marks)

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

### Arts & Science Letter Grade Input Scheme

| Assignment mark | Numerical value for calculation of final mark |
|-----------------|---|
| A+              | 93  |
| A               | 87  |
| A-              | 82  |
| B+              | 78  |
| B               | 75  |
| B-              | 72  |
| C+              | 68  |
| C               | 65  |
| C-              | 62  |
| D+              | 58  |
| D               | 55  |
| D-              | 52  |
| F48 (F+)        | 48  |
| F24 (F)         | 24  |
| F0 (0)          | 0   |

Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale:

### Queen's Official Grade Conversion Scale

| Grade | Numerical Course Average (Range) |
|-------|----------------------------------|
| A+    | 90-100                           |
| A     | 85-89                            |
| A-    | 80-84                            |
| B+    | 77-79                            |
| B     | 73-76                            |
| B-    | 70-72                            |
| C+    | 67-69                            |
| C     | 63-66                            |
| C-    | 60-62                            |
| D+    | 57-59                            |
| D     | 53-56                            |
| D-    | 50-52                            |
| F     | 49 and below                     |

**Course Announcements:** Dr. Goodman will email the slide deck for each lecture weekly. The syllabus, assignment descriptions, and some readings will also be available on OnQ. Some readings may be provided during class time or will be sent by email.

**Course Materials:** WISC-V kits and related materials can be obtained from the Psychology Clinic. Some lecture and course materials were generously provided by the previous instructor, Dr. Kelly Benn.

**All course materials are provided in onQ, are accessible through the library, or from the Psychology Clinic and are free.**

**Course Feedback:** There will be a formal evaluation towards the end of the semester. Feedback is encouraged any time via email or during discussions with the instructor to ensure clear expectations, communication, and transparency.

**Academic Integrity Policy:** Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University. Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions that contravene the regulation on academic integrity carry sanctions that can range from a warning to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

**Academic Misconduct:** Academic misconduct is an act by a student, or by students working on a team project, which may result in a false evaluation of the student(s), or which represents a deliberate attempt to unfairly gain an academic advantage. The university has standard policies for dealing with these situations. Please see:

[http://www.queensu.ca/calendars/artsci/Regulation\\_14\\_\\_\\_Misconduct\\_in\\_an\\_Academic\\_or\\_Non\\_Academic\\_Setting.html](http://www.queensu.ca/calendars/artsci/Regulation_14___Misconduct_in_an_Academic_or_Non_Academic_Setting.html) for further information.

## **ACCOMMODATIONS FOR DISABILITIES**

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations. To learn more, go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

**Calculator Policy:** As noted in Academic Regulation 9.2, Calculators acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required by most Arts and Science courses.

**Academic Consideration for Students in Extenuating Circumstances:**

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: <http://www.queensu.ca/artsci/accommodations>.