

UNIVERSITY OF GUELPH
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION

FRHD*4180 Assessment and Intervention
COURSE OUTLINE
Fall 2015

Scheduled Class Time: Mondays & Wednesdays 12:30 – 1:20 pm

LABS: TBA

Location: MCKN, Room 115

Instructor: Dr. Carol-Anne Hendry, C. Psych

Office Hours: By appointment only

Contact: Centre for Psychological Services, Room 119A

chendry@uoguelph.ca

Course Description: The purpose of this course is to continue to add to the students' knowledge of the principles of assessment and intervention with respect to individual children, children within their families, and children within larger organizational settings (e.g., preschool support services, public school). This course will focus on the assessment of typical and atypical development in children ranging in age from birth through late adolescence. Accordingly, we will review a wide variety of assessment instruments. The entire assessment process will be surveyed including consideration of ethical principles of assessment, the development of assessment materials, making appropriate referrals, interpreting assessment reports, formulation, treatment planning and implementing recommendations.

Through participation in this course students will:

1. Be introduced to the theory and practice of assessment, including issues in measurement, formal and informal techniques, and methods of data collection with respect to individuals, families, and environments.
2. Come to understand the role assessment can play in observing children and adolescents, by heightening awareness of what type of information assessments can provide, and learning when and how to refer a child or adolescent for formal assessment.
3. Become educated consumers of assessment information with the purpose of developing and implementing recommendations so that students can make appropriate use of assessment information in their work.
4. Make meaningful contributions to the assessment and intervention process of individual children and adolescents within families, schools, and social service agencies.
5. Understand the pivotal role multiple types of assessment provide for the formulation of child and adolescent difficulties, and how strong formulation provides the foundation for treatment planning.

**Note: This course will not teach students to be psychometrists, nor will students be administering tests with graduate education regulations.*

Student Led Learning: Please note that this course is intended for advanced undergraduate students who bring diverse prior experience and knowledge relating to issues of typical and atypical development. Students are expected to actively participate in all aspects of the course and to take responsibility for their own learning. As such, it is expected that students come prepared for class having completed assigned readings in advance. It is expected that students will read all assigned readings carefully prior to class and will be prepared to discuss and complete in- class activities relating to the reading. Please note that in some cases students may need to read an assigned article or chapter *more than once* in order to achieve adequate comprehension.

Required Text: *Behavioral, Social, and Emotional Assessment of Children and Adolescents* by Sara A. Whitcomb and Kenneth W. Merrell

Assignments and Grading: Detailed instructions and mark break down will be provided for each assignment.

1. Thought Papers (15%) Date Due: November 23rd, 2015

Students will be asked to submit **FIVE (5)** thought papers via courselink in response to a question or a prompt provided by the instructor for weeks two through twelve (2-12).

2. ASQ-3 LAB COMPONENT (30%) Date Due: November 23rd, 2015

After learning and practicing administration of the ASQ-3, students will sign up at the CCLC to assess one child using this assessment tool. Competent administration of the measure (10%) will be assessed through participation and completion of observation and data. Students will then submit a summary and intervention plan based on their assessment (20%).

3. Case Conference (25%) LAB COMPONENT Weeks 9-12

In small groups, students will assume the role of service provider (from a list provided) who will meet to discuss one particular child. In a presentation format, each group member will recommend one assessment technique and possible recommendations based on their adopted perspective.

4. Intervention Plan (30%) Date Due: Nov 30th, 2015

Each student will develop a comprehensive intervention plan based on the details of a selected case study provided by the instructor.

Grading Policies:

Assignments are to be completed on the date specified in the course outline and on courselink. Late assignments will be penalized at 10% per day.

Student Responsibilities:

E-mail Communication: As per university regulations, all students are required to check their @uoguelph.ca e-mail account regularly. Please note that e-mail is the official route of communication between the university and its students.

Learning Needs: Students who have identified learning needs related to disability are encouraged to make contact with Student Accessibility Services (SAS) located on the 3rd floor of the University Centre. The SAS will provide instruction to the professor regarding appropriate modifications or accommodations for tests, assignments, and exams. Please identify yourself to the instructor if you are a student registered with SAS.

Course Requirements: When you find yourself unable to meet an in-course requirement because of illness or related to compassionate reasons, please advise the course instructor [or GTA] in writing, with your name, id#, and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Appropriate documentation of your inability to meet that in-course requirement is necessary. See the undergraduate calendar for information on regulations and procedures for Academic Consideration. Please note that alternative assignments are not an option in lieu of missed work or poor performance.

Copies of out-of-class assignments: It is your responsibility to keep paper and/or other reliable back-up copies of all out-of-class assignments as you may be asked to resubmit work at any time.

Drop Date: The last day to drop this course without academic penalty is listed in the academic calendar. For regulations and Procedures for Dropping Courses, see the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

Academic Misconduct: The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct, and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission from the relevant instructors. To better understand your responsibilities, read the Undergraduate Calendar for a statement of Students' Academic Responsibilities; also read the full Academic Misconduct Policy. You are also advised to make use of the resources available through the Learning Commons and to discuss any questions you may have with your course instructor, GTA, or academic counselor.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university's regulations and procedures for Academic Consideration in the calendar and discuss their situation with the instructor and/or the program counselor or other academic counselor as appropriate.

Turn It In: In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Recording of Materials: Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources: The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs: <http://www.uoguelph.ca/registrar/calendars/index.cfm?index>