

Assessment II

CPS1702H

Konstantine K. Zakzanis, PhD, C.Psych
Email: zakzanis@utsc.utoronto.ca

Class Time: Thursdays 12pm to 2pm
Lab Time: TBD
Location: SY121

Teaching Assistant: Kyrsten Grimes
Email: kyrsten.grimes@mail.utoronto.ca

Brief Description of Assessment II

The clinical practice of assessment is an *applied science* that is concerned with the behavioural expression of personality, emotional, somatic and, or brain dysfunction. The clinical (neuro)psychologist uses standardized tests to objectively describe the breadth, severity and veracity of emotional, cognitive, behavioral and intellectual functioning. Inferences are made on the basis of accumulated research. Overall, the clinical (neuro)psychologist interprets every aspect of the examination (both quantitative and qualitative components) to ascertain the relative emotional, cognitive, behavioural and intellectual strengths and weaknesses of a patient with suspected or known (neuro)psychopathology. Findings from a (neuro)psychological examination can be used to make diagnoses, inform rehabilitation strategies, and direct various aspects of patient care. In this course, we will comprehensively explore the science and applied practice of clinical (neuro)psychology and intelligence testing.

Learning Objectives:

1. To understand the history, theory and practice of (neuro)psychological assessment and intelligence testing
2. To become familiar with various assessment procedural matters (i.e., consent, the clinical interview, linguistic and cultural factors)
3. To become familiar with the behavioural geography of the brain and its functional relationship to various cognitive constructs including orientation, attention, perception, memory, verbal functions and language skills, construction, concept formation and reasoning, executive formation and reasoning, executive functions and motor performance.
4. To develop familiarity with the clinical presentation of various neurological and psychiatric disorders
5. To be mindful of various behavioural variables and diagnostic issues as it pertains to the assessment process (e.g., age, culture, sex, medication effects, personality, etc.)

6. To understand the rationale of deficit management (e.g., normative comparison, standardization, test score interpretation)
7. To understand the role of response bias, and incomplete effort (i.e., performance and symptom validity)
8. To interpret assessment findings and to be mindful of misinterpretive errors.
9. To develop hands on familiarity with test administration, scoring and interpretation of cognitive and intelligence test measures by way of experiential learning with both faux and a real-world patient.

Important Notes:

- A. Every enrolled student must ensure that they have access to the course website via the UTSC Quercus. All course related content will be posted here (e.g., lecture slides, supplementary readings, important announcements, and so on). The only format that will be used for all posted documents is Adobe PDF. Free reading software is available at www.adobe.com.
- B. Test materials are available by way of Minnie Kim in the departmental office. There exists a strict sign out procedure and logbook to keep track of test materials and hence, students will be responsible for the safe keeping of test materials and their return to the department.
- C. Every effort will be made to post the lecture slides the evening prior to each class (or earlier).
- D. If a lecture is cancelled because of an unforeseen circumstance (e.g., snow-storm cancellation, unexpected illness), students are still responsible for the material that was to be presented in the lecture that day. I will do what I can to cover the missed material the following week as time permits.
- E. Policies for this Course Regarding Grading, Late Assignments and Missed Presentations:

Late Coursework: Graduate units have the authority to grant coursework extensions of up to one session following the original SGS deadline to submit coursework and final grades (refer to the relevant sessional dates in the [SGS Calendar](#)). Students who wish to submit coursework to be graded beyond the SGS deadline to submit coursework and final grades must complete the [SGS Extension to Complete Coursework form](#). The completed form (including sections 1 & 2) is due no later than the last day of classes and should be submitted to the Graduate Assistant to coordinate review of the request. Students will be notified within 3-5 business days if their request has been approved or denied. Further details on extensions for coursework can be found on the [SGS website](#). If relevant, students may also consult the GD-PCS Policies and Procedures on Student Complaints, Grievances and Appeals.

Missed Presentation: If you miss your presentation without legitimate documentation, you will receive a mark of zero. If you provided legitimate documentation for your missed presentation (for example, University of Toronto's *Verification of Student Illness or Injury* form completed by your doctor), you will be given one additional opportunity to make your presentation individually to Dr. Zakzanis during office hours or if possible following a future lecture date. You must contact Dr. Zakzanis within one week of the missed presentation (or as soon as is reasonably possible) to discuss a new date for your make-up presentation.

Medical Documentation: Any medical documentation that you provide must indicate the date(s) that you needed to be excused from coursework, which must include the date of the presentation and/or assignment(s) that you missed. You are advised to see your physician within

one day of a missed examination, presentation or assignment. Only documentation from a member registered with the College of Physicians and Surgeons of Ontario will be accepted. You must contact Dr. Zakzanis within one week of a missed presentation or coursework submission (or as soon as is reasonably possible).

The University of Toronto's *Verification of Student Illness or Injury* form is located at the following web address:

http://www.utsc.utoronto.ca/~registrar/resources/pdf_general/UTSCmedicalcertificate.pdf

- F. Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca.
- G. For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."
- H. Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).

I. Grade Scales and Meaning of Grades

Truncated Refined Letter Grade Scale	Numerical Scale of Marks
A+	90-100%
A	85-89%
A-	80-84%
B+	77-79%
B	73-76%
B-	70-72%
FZ**	0-69%

Readings:

Required Text:

Lezak, M.D., Howieson, D.B., & Bigler, E. D., & Tranel, D. (2012). *Neuropsychological assessment* (5th Edition). New York: Oxford University Press.

Supplementary Readings:

Supplementary readings will be made available weekly by students (with my approval) and I.

Readings from my end will be offered throughout the course as it pertains to weekly topics and include matters related to the prevailing science of Assessment in terms of current issues found in the research literature.

As part of your seminar, you will be expected to provide the class with a set of readings related to your subject matter. These readings should be pertinent to your topic and must include:

- A classic (e.g., original author) and, or authoritative published narrative or quantitative review of the literature if available (e.g., book chapters, peer review publications) as it relates to your specific topic in terms of the construct (i.e., cognitive or intelligence) you will present on.
- Specific content related to the development and rationale of the measure from the test manual(s) itself. In other words, provide the class with a copy of the most relevant (non-technical jargon) sections of the test manual(s) as it pertains to the test measures you will administer on the mock patient (see below).

Readings must be provided at least one week prior to your seminar. From these readings, you will generate two broad questions, which will formulate your “quiz”. Your peers at the end of your seminar will need answer these questions by the following lecture date, and you (and I) will be responsible for grading them (see below).

A wonderful source to help here:

UTSC Library contact:
Sarah Guay
Sarah.guay@utoronto.ca
416-287-7497



Grading Scheme:

(1) Two Seminars (10% and 10%)

Students are required to lead the class in two seminars / lectures of their chosen area of study.

The presentation will be evaluated on your demonstrated knowledge of your area (e.g., a fluent understanding of the topic—hence, you do not want to stand there and read). Hence, you need to demonstrate familiarity with a specific cognitive construct and various test measures with purported construct validity and sensitivity. After introducing the construct and the specific test measures that represent this construct, you will administer them ON ME in front of the class. I will act as a patient with an unknown disorder. You will be responsible for scoring and interpreting the results and sharing these scores with your peers, as you will all be responsible for producing an Assessment Report (see item 2 below).

The seminar should last no more than approximately 60 minutes (including time for your presentation of the construct, description of specific tests, and their administration on me, along with time to answer any questions from students).

As noted, each student is also responsible for distributing their readings the week prior (or earlier) so that student's can familiarize themselves so to contribute to the presentation. From these readings, you (i.e., the presenter) will generate two broad questions, which will formulate your "quiz" (one question will come from the authoritative reading you select, and one question from the test manual sections you provide). Your peers at the end of your seminar will need answer these questions and submit by the following week. You will be responsible for grading them and submitting them back to me the following week (hence, 2 weeks after your presentation). I will then review your "grading skills" and the answers provided by your peers. These quizzes are weighted into item 5 below.

The order in which you will present will be decided on the following:

The student who has the earlier date of presentation will have first choice of topic. Note that no two students may have the same topic.

(2) Assessment Report I (20%)

Each student will be expected to produce an assessment report based on the test demonstration component related to the mock assessment of a fictional patient (i.e., MEI). Students will be responsible for scoring their examination findings and sharing their findings with the others in the class. I would encourage the group to hold a "clinical rounds" so to discuss the patient, exchange test results and illustrate to each other how you scored and interpreted each test measure so to foster mutual learning and ensure accuracy and reliability of test findings.

In this report, students will be expected to include the following into their report (where applicable):

- Incident History
- Current Subjective Complaints of the Patient
- Personal History
- Educational Achievements
- Work History
- Medical History
- Behavioural Observations
- A description of the Test Results
- Summary and Interpretation of Test Findings
- Diagnostic Conclusions

An example assessment report will be provided.

Clinical Notes from the patient's family physician will also be provided.

This report is due one week after the last day of class (April 11, 2018)

(3) Assessment Report II (20%)

Each student will be expected to produce an assessment report based on the real-world patient to be examined in class on April 4, 2018. On this day, each of you will successively administer the test measures that you have become familiar with by way of your presentation and experience with me in class on the real-world patient. Students will be responsible for scoring their examination findings and sharing their findings with the others in the class. I would again encourage the group to hold a "clinical rounds" so to discuss the patient, exchange test results and illustrate to each other how you scored and interpreted each test measure so to foster mutual learning and ensure accuracy and reliability of test findings.

In this report, students will be expected to include the following into their report (where applicable):

- Incident History
- Current Subjective Complaints of the Patient
- Personal History
- Educational Achievements
- Work History
- Medical History
- Behavioural Observations
- A description of the Test Results
- Summary and Interpretation of Test Findings
- Diagnostic Conclusions

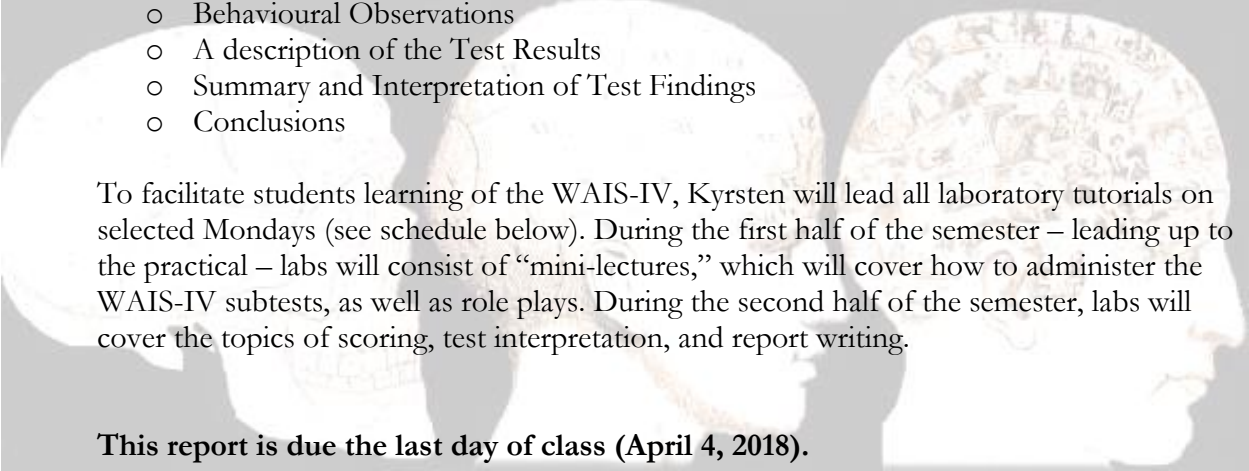
This report is due two weeks after the last day of class (April 18, 2018)

(4) WAIS-IV Intelligence Testing Practical (10%) and Assessment Report III (10%)

Each student will administer the WAIS-IV, along with a brief clinical interview, on Kyrsten Grimes. Students will be evaluated on administration, ability to build rapport, and scoring of the WAIS-IV. This will count for 10% of your final grade.

Each student will be expected to produce an assessment report (max. 4 pages single-spaced) based on the test results obtained during this mock assessment. Students will be evaluated on accuracy of scoring and interpretation of test findings and report writing abilities. This will count towards 10% of your final grade. In this report, students will be expected to include the following (where applicable):

- Referral Question
- Current Subjective Complaints of the Patient
- Personal History
- Educational Achievements
- Work History
- Medical History
- Behavioural Observations
- A description of the Test Results
- Summary and Interpretation of Test Findings
- Conclusions



To facilitate students learning of the WAIS-IV, Kyrsten will lead all laboratory tutorials on selected Mondays (see schedule below). During the first half of the semester – leading up to the practical – labs will consist of “mini-lectures,” which will cover how to administer the WAIS-IV subtests, as well as role plays. During the second half of the semester, labs will cover the topics of scoring, test interpretation, and report writing.

This report is due the last day of class (April 4, 2018).

(5) Participation 10 % | Quizzes 10%

As noted, students are expected to learn from each other by way of attendance and participation during discussions in each seminar. Hence, you will find that your final grade is tied to your participation in class—10% of your final grade to be exact.

Your answers to the quizzes will also be graded as noted and worth 10% of your final grade.

Lecture Dates and Readings:

**Please note that the test demonstration component of each lecture will relate to an ongoing mock assessment of a fictional patient.*

January 10

Welcome, welcome, welcome.

Explanation of course expectations and orientation to the course requirements.

January 17

Lecture:

History, Theory and Practice of Neuropsychological Assessment and Intelligence Testing

Chapter 1

Selection of Student Topics

Laboratory 1 (January 14)

Topic: Introduction to the WAIS-IV and Intelligence Testing

Verbal Comprehension

Working Memory

Tests: Clinical interview

Similarities, vocabulary, information

Digit span and arithmetic

January 24

Lecture:

Basic Concepts

Chapter 2

Student Test Demonstration:

The Neuropsychological Examination: Procedures (i.e., the clinical interview)

Chapter 5

January 31

Lecture:

The Behavioural Geography of the Brain

Chapter 3

Student Test Demonstration:

Orientation and Attention

Chapter 9

February 7

Lecture:

The Rationale of Deficit Management

Chapter 4

Student Test Demonstration:

Perception

Chapter 10

Laboratory 2 (February 4)

Topic: Perceptual reasoning

Processing speed

Tests: Block Design, Visual Puzzles, and Matrix Reasoning

Symbol Search and Coding

February 14

Lecture:

The Neuropsychological Examination: Interpretation

Chapter 6

Student Test Demonstration:

Memory

Chapter 11

February 21

“Clinical Rounds Day”

February 28

Lecture:

Neuropathology for Neuropsychologists

Chapter 7

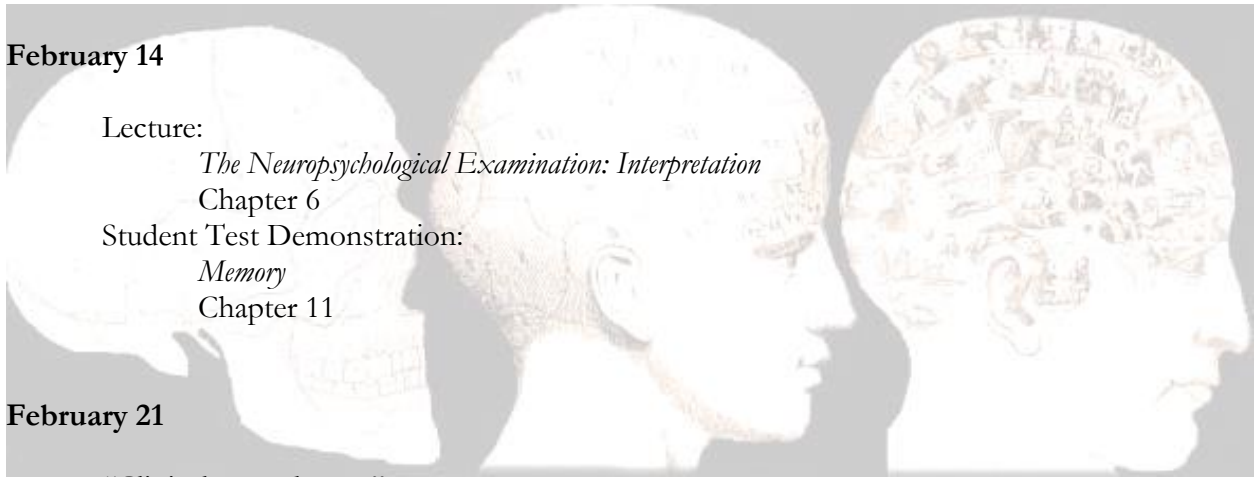
Student Test Demonstration:

Verbal Functions and Language Skills

Chapter 13

WAIS-IV Practical (February 25)

Note: schedule to be determined



March 7

Lecture:

Neuropathology for Neuropsychologists, Continued
Chapter 7

Student Test Demonstration:

Construction
Chapter 14

Laboratory 3 (March 4)

Topic: Scoring and interpreting the WAIS-IV
A neuropsychological approach

March 14

Lecture:

Neurobehavioral Variables and Diagnostic Issues (e.g., age, culture, sex, etc)
Chapter 8

Student Test Demonstration:

Concept Formation and Reasoning
Chapter 15

March 21

“Clinical Rounds Day”

March 28

Lecture:

Neurobehavioral Variables and Diagnostic Issues Continued
Chapter 8

Student Test Demonstration:

Executive Functions and Motor Performance
Chapter 16

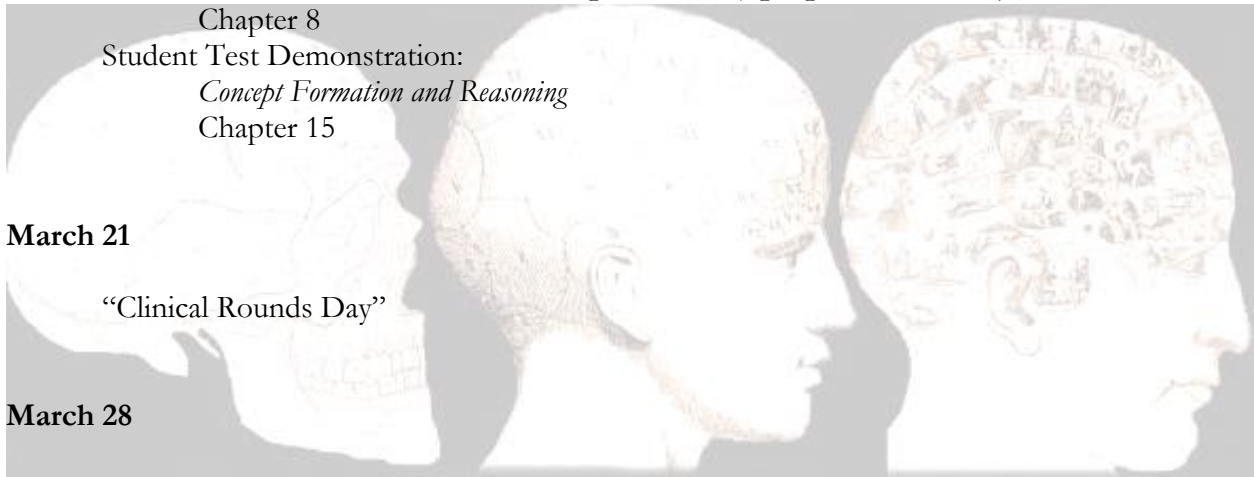
Student Test Demonstration:

Neuropsychological Assessment Batteries (Specific to Intelligence Testing Batteries Alone)
Chapter 17

Student Test Demonstration:

Testing for Response Bias and Incomplete Effort (i.e., performance, symptom, and embedded validity measures)
Chapter 20

Laboratory 4 (March 25)



Topic: Clinical and qualitative considerations
Report writing
WAIS-IV use with special groups

April 4

Assessment of Real-World Patient

End of Term

