



NOARC/CÉRNO

Conducting Effective Psychoeducational Assessments across Educational Settings

THE ASSESSMENT AND RESOURCE CENTRES OF ONTARIO

Professor's Name: Beth Pollock, Ph.D., C.Psych.

Course Objectives

The Conducting Effective Psychoeducational Assessments across Educational Settings course was developed by the Assessment and Resource Centres of Ontario to provide additional training for Psychologists and Psychological Associates in the area of Psychoeducational Assessment. Specific goals of the course include:

- Improve knowledge of general assessment practices, from childhood to adulthood
- Improve knowledge of specific assessment practices related to high incidence neurodevelopmental disabilities in educational settings, including LD, ID, AD/HD, and ASD
- Provide a standardized method of conducting psychoeducational assessments
- Provide a standardized method of presenting assessment findings
- Provide a standardized method of conceptualizing/diagnosing disability
- Strengthen knowledge of appropriate interventions and supports in the elementary, secondary, and post-secondary settings

The purpose of this assessment course is not to train an individual with no assessment background to conduct psychoeducational and/or neuropsychological evaluations. All course participants should be registered with competencies in School Psychology, Clinical Psychology, and/or Neuropsychology and have had at least some educational training and/or work experience in the administration and interpretation of psychometric assessment tools. The purpose of the course is to strengthen the knowledge and skills of individuals who are already completing psychometric evaluations and/or individuals who have the relevant background but would like additional education/training prior to working independently in this area.



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Course Delivery

This course is an asynchronous, online course, comprised of 12 modules. Each module includes a lecture of approximately 60 to 75 minutes in length, a reading list of articles to supplement knowledge, as well as sample reports, documents, and/or videos. A small quiz or assignment is provided at the end of most modules to consolidate the main points discussed. The final culminating assignment requires submission of a de-identified assessment report to demonstrate application of knowledge obtained through the course. The instructor is available for questions/discussion at any point during the course.

Module 1 – Introduction, Rationale, and Course Outline

Module 2 – General Assessment Practices Part I: Referral to Test Selection

Module 3 – General Assessment Practices Part II: Test Interpretation to Report Writing

Module 4 – General Assessment Practices Part III: Diagnostic Considerations & Recommendations

Module 5 – General Assessment Practices Part IV: Feedback to File Closure

Module 6 – Specific Assessment Practices – Learning Disabilities I

Module 7 - Specific Assessment Practices – Learning Disabilities II

Module 8 - Specific Assessment Practices – Learning Disabilities III

Module 9 - Specific Assessment Practices – Giftedness and Intellectual Disabilities

Module 10 - Specific Assessment Practices – AD/HD

Module 11 - Specific Assessment Practices – Autism Spectrum Disorder

Module 12 - Specific Assessment Practices – Differential Diagnosis



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Other Important Information

Assessment tasks will be marked as Pass/Fail. All requirements must be passed in order to successfully complete the course. A Certificate of Completion will be provided to individuals who successfully complete all course requirements.