

Department of Clinical and Health Psychology
College of Public Health and Health Professions
University of Florida
Course Syllabus

CLP 6943 (2 credit hours)
Core Practicum in Clinical Psychology
SUMMER 2023
Thursdays: 11:30 AM – 2:45 PM
Location: PPHP G201

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PURPOSE AND OUTCOME

Course Description: This course will prepare you to 1) comply with administrative procedures and policies in the UF Health Specialties Clinic; and 2) begin seeing patients as part of your Core Practicum in Assessment. Additional content will be applicable to providing outpatient intervention and properly documenting encounters related to the delivery of patient care.

Relation to Program Outcomes: Topics discussed in this course include:

Course Objectives: As a result of participating in Core Practicum in Clinical Psychology, students will be able to:

1. Administer and score common questionnaires used during 2nd Year Core Assessment.
2. Know semi-structured interview options for the assessment of biological, developmental, psychological, and social background as part of a psychological evaluation.
3. Understand the components of a mental status exam.
4. Conduct a comprehensive Suicide Risk Assessment and write an accompanying note.
5. Know the importance of treatment planning through Episodes of Care
6. Administer and score common standardized tests used during 2nd Year Core Assessment.
7. Apply best practice principles for cultural considerations to the administration of standardized tests, test interpretation, and documentation.

Relation to Program Outcomes - Discipline Specific Knowledge to be Acquired by the End of Course: Individual and Cultural Diversity (III); Communication and Interpersonal Skills (IV); Assessment (VI).

Instructional Methods and Course Format. This graduate level seminar is specifically designed to maximize a scientist-practitioner's application of assessment into practice. The overall goal of this course is to prepare students to begin clinical work through acquisition of information and knowledge needed to be competent with patients in the fall semester of their 2nd year. Students should be prepared to *ask relevant questions* based on all content taught and through content that is learned independently (e.g., viewing the suicide lectures in preparation for being taught how to properly write a suicide risk assessment progress note). Each class will consist of lectures, discussions of key articles, and/or student presentations.

During the 2nd half of the semester, students will be provided with videos, readings, and live instruction that will assist in teaching administration of cognitive tests across domains of ability. Each week will

focus on a particular domain, where students will learn ~3 measures; the following week, each student will be randomly assigned a measure to “test out” on. While not required to demonstrate proficiency on ALL measures, students should be prepared to show proficiency on ANY of the tests within that domain. Class participation and dialogue based upon the integration of readings, videos, test instruction and videos, and lectures will be the major means of learning.

Required Texts for Core Assessment (2nd Year)

1. American Psychiatric Association (2022). *Diagnostic and Statistical Manual for Mental Disorders, 5th Edition – Text Revision*. American Psychiatric Association Publishing.

Required Readings for this Course

1. [UF Health Sexual Orientation and Gender Identity Policy](#)
2. Asnaani, A., & Hofmann, S. G. (2012). Collaboration in multicultural therapy: establishing a strong therapeutic alliance across cultural lines. *J Clin Psychol*, 68(2), 187-197. doi:10.1002/jclp.21829
3. Brattland, H., Koksvik, J. M., Burkeland, O., Grawe, R. W., Klockner, C., Linaker, O. M., . . . 4. Iversen, V. C. (2018). The effects of routine outcome monitoring (ROM) on therapy outcomes in the course of an implementation process: A randomized clinical trial. *J Couns Psychol*, 65(5), 641-652. doi:10.1037/cou0000286
4. Burgess, C., Kauth, M. R., Klemm, C., Shanawani, H., & Shipherd, J. C. (2019). Evolving Sex and Gender in Electronic Health Records. *Fed Pract*, 36(6), 271-277. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/31258320>
5. Christensen, J. A., Oh, J., Linder, K., Imhof, R. L., Croarkin, P. E., Bostwick, J. M., & McKean, A. J. S. (2023). Systematic Review of Interventions to Reduce Suicide Risk in Transgender and Gender Diverse Youth. *Child Psychiatry Hum Dev*. doi:10.1007/s10578-023-01541-w
6. Chu, C., Klein, K. M., Buchman-Schmitt, J. M., Hom, M. A., Hagan, C. R., & Joiner, T. E. (2015). Routinized Assessment of Suicide Risk in Clinical Practice: An Empirically Informed Update. *J Clin Psychol*, 71(12), 1186-1200. doi:10.1002/jclp.22210
7. Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. (2016). Testing and assessment with persons & communities of color. Retrieved from Retrieved from <https://www.apa.org/pi/oema>
8. Gallyer, A. J., Chu, C., Klein, K. M., Quintana, J., Carlton, C., Dougherty, S. P., & Joiner, T. E. (2020). Routinized categorization of suicide risk into actionable strata: Establishing the validity of an existing suicide risk assessment framework in an outpatient sample. *J Clin Psychol*, 76(12), 2264-2282. doi:10.1002/jclp.22994
9. Hughes, J. L., Horowitz, L. M., Ackerman, J. P., Adrian, M. C., Campo, J. V., & Bridge, J. A. (2023). Suicide in young people: screening, risk assessment, and intervention. *BMJ*, 381, e070630. doi:10.1136/bmj-2022-070630
10. IACAPAP Textbook of Child and Adolescent Mental Health. JM Rey’s IACAPAP: e-Textbook of Child and Adolescent Mental Health. The Clinical Examination of Children, Adolescents, and Their Families. Chapter A.5. Retrieved from <https://iacapap.org/english.html>
11. Hettterscheidt, L. A., & Barnett, D. (2011). Testing Intelligently Includes Double-Checking Wechsler IQ Scores. *Journal of Psychoeducational Assessmen*, 29, 39-46.
12. Roberts, R. M., & Davis, M. C. (2015). Assessment of a model for achieving competency in administration and scoring of the WAIS-IV in post-graduate psychology students. *Front Psychol*, 6, 641. doi:10.3389/fpsyg.2015.00641
13. Rogers, M. L., Joiner, T. E., & Shahar, G. (2021). Suicidality in Chronic Illness: An Overview of Cognitive-Affective and Interpersonal Factors. *J Clin Psychol Med Settings*, 28(1), 137-148. doi:10.1007/s10880-020-09749-x
14. Ventriglio, A., Ayonrinde, O., & Bhugra, D. (2016). Relevance of culture-bound syndromes in the 21st century. *Psychiatry Clin Neurosci*, 70(1), 3-6. doi:10.1111/pcn.12359

Highly Recommended for Clinical Work

1. Mendez M.F. (2021). The Mental Status Examination Handbook – 1st Edition. Elsevier.

Highly Recommended for Students in the Clinical Child/Pediatric Psychology Area

1. Sattler, J.M. (2014). Foundations of Behavioral, Social, and Clinical Assessment of Children – 7th Edition. La Mesa, CA: Jerome M. Sattler.
2. Sattler, J.M. (2020). Assessment of Children: Cognitive Foundations and Applications – Revised 6th Edition. La Mesa, CA: Jerome M. Sattler.
3. Jongsma, A.E., Peterson, L.M., McInnis, W.P. Bruce, T.J. (2014). The Adolescent Psychotherapy Treatment Planner – 5th Edition. Wiley.
4. Jongsma, A.E., Peterson, L.M., McInnis, W.P. Bruce, T.J. (2014). The Child Psychotherapy Treatment Planner – 5th Edition. Wiley.

Highly Recommended for Students in the Health and Clinical Neuropsychology Areas

1. Jongsma, A.E., Peterson, L.M., Bruce, T.J. (2021). The Complete Adult Psychotherapy Treatment Planner – 6th Edition. Wiley.

Course Website: The class uses the UF e-Learning portal for posting of supplemental course materials. Log on at <https://elearning.ufl.edu/> (Canvas) and you should find the course link there.

Inclusive Learning Environment: “We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinion or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” We are committed to fostering an open and inclusive classroom and laboratory environment in our College, where every student, guest instructor and contributor feels valued. If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office on Multicultural & Diversity Affairs Website: <http://www.multicultural.ufl.edu/>”

Dede Personal Statement: As a Black, middle-aged, middle-class, cisgender, heterosexual, able-bodied, Christian man, I walk in the duality of being marginalized and holding some privileges. I have experienced microaggressions and am personally and professionally committed to valuing all individuals while facilitating equity and inclusivity.

Driscoll Personal Statement: I am a first generation college student and the only member of my entire family to earn a doctoral degree. I was raised in a lower SES family in a small, blue collar suburb of Cleveland, Ohio. As a female, I have experienced sexism, sexual harassment, and hostile work environment perpetrated by both men and women. I am committed to valuing all individuals to facilitate equity and inclusivity in an environment that promotes the health and well-being of all individuals, but I am particularly dedicated to minimizing disparities involving biological sex and gender identity.

Diversity Statement: You will be treated with respect, and we welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. As such, we expect professionalism; we will not tolerate disrespectful verbal and non-verbal language. We hope that everyone will give each other the benefit of the doubt as cultural humility is “a lifelong process of self-reflection and self-critique whereby the individual not only learns about another’s culture, but one starts with an examination of her/his beliefs and cultural identities (NIH).”

Academic Requirements and Grading

Table of Assignments and Exams

Assignment		Points
Attendance	12 classes (-100 points for every class missed)	130
Questionnaire Write-Up		100
Child/Peds Background Information		100
Mental Status Examination Case		100
Health Background Information		100
Neuro Background Information		100
Suicide Risk Assessment Reflection		100
Suicide Risk Assessment Note		100
Standardized Test Check-outs	N=7; Demonstrate $\geq 85\%$ Accuracy on Standardized Tests	70
Final Group Project		100
TOTAL POINTS		1000

GRADES

Percentage or points earned in class	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	Below 60%
Letter Grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations.

Please be aware that the Department of Clinical and Health Psychology has a higher standard for a passing grade than the UF Graduate School. A passing grade is $\geq B-$.

Incomplete grades: An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade.

Office Hours and Appointments: Office hours are by appointment on an as-needed basis.

Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Academic Integrity: Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida

community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see [Student Conduct and Honor Code](#) or the [Graduate Student](#) website. Please remember cheating, lying, or plagiarism, misrepresentation - in any form - is unacceptable and inexcusable behavior.

Class Attendance: It is the expectation of the faculty in Clinical and Health Psychology that **all** students attend **all** classes. It is my full expectation that you will attend every class on the syllabus and that you should plan your vacations around class. Students are expected to be present for all classes, since much material will be covered only once in class. Attendance will be taken during each class and a deduction of 10 points will be made for each class missed. You are expected to attend the entirety of the class and deductions of points will be prorated accordingly.

As a matter of mutual courtesy, please let Drs. Driscoll, Dede, and/or Cascio know when you are going to be late, when you are going to miss class, or if you need to leave early. Please try to do any of these as little as possible. **Missing class to see a patient is not permitted.** Students who have extraordinary circumstances preventing attendance or who must leave early, should explain these circumstances to the instructors prior to the scheduled class, or as soon as possible thereafter. The instructors will then try to accommodate reasonable requests.

Make-up Exams or Other Work: There will be no extra credit opportunities in this course. The *General policy on missed work* - It is expected that no students will miss any assignments. We will use a model consistent with deadlines related to submitting clinical billing and NIH/NSF/Foundation funding submissions: **No late submissions will be accepted.** If an assignment is submitted late or cannot be taken at the specified time, a grade of 0 will be assigned. Exceptions will be made only under extreme circumstances and supporting documentation will be required (e.g., note from a physician).

Professionalism and COVID: As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:

<https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are encouraged to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24

hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

COVID-19 Symptoms: See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Recording Within the Course: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class: Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the [Classroom Guests of Students Policy](#) in its entirety.

Online Faculty Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via [GatorEvals](#). Guidance on how to give feedback in a professional and respectful manner is available at [GatorEvals](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under [GatorEvals](#). Summaries of course evaluation [results](#) are available to students

SUPPORT SERVICES

Accommodations for Students with Disabilities: If you require classroom accommodation because of a disability, it is strongly recommended you register with the [Dean of Students Office](#) within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health: Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The [Counseling and Wellness Center](#) (352-392-1575) offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. On line and in person assistance is available.
- [U Matter We Care](#) If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The [Student Health Care Center](#) at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627.
- Crisis intervention is always available 24/7 from: [Alachua County Crisis Center](#): (352) 264-6789
- [University Police Department](#): 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room/Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Do not wait until you reach a crisis to come in and talk with the instructors. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Course Schedule						
Date	Week	Topic	Application of Topic	Readings/Videos (to be read/watched in advance of the week in which the topic is covered)	Homework Due	Lab Outcome Measurement
5/18	1	Driscoll Course Overview Policies + Procedures Psychological Questionnaires/Tests	Dementia Rating Scale-2 nd Edition (DRS-2), MoCA BASC, Conners, BRIEF, SCARED PHQ-9, GAD-7, PROMIS, PSQI	<ul style="list-style-type: none"> • Roberts & Davis (2015) • Kuentzel et al. (2011) • Asnaani & Hofmann (2012) • Brattland et al. (2018) • Leong and Parks (2016) 	---	---
5/25	2	Driscoll + Wiens Child Psychological Evaluations <ul style="list-style-type: none"> • Overview of Conducting Psychological Evaluations • Overview of Semi-Structured Interviews 	Dr. Driscoll to review semi-structured interviews until 1:30pm Dr. Wiens to conduct mock interview beginning at 1:30 pm.	<ul style="list-style-type: none"> • Aggerwal (2023) • Aggerwal et al. (2023) • Young et al. Chapter 8: Clinical Interviewing with Children in Handbook of Clinical Psychology Competencies (Thomas et al. 2010) • Humphries et al. Chapter 12: Behavioral Assessment of Children in Handbook of Clinical Psychology Competencies (Thomas et al. 2010) • Nucombe (2023). Chapter 7. Diagnostic Evaluation for Children and Adolescents • Review Cultural Formulation Interview • Review K-SADS • Review MINI for Adults 	Questionnaire write-ups	---
6/1	3	Driscoll Suicide Risk Assessment Interviewing + Documentation		Watch 2-hours of pre-recorded didactics <ul style="list-style-type: none"> • Stack (2021) • Chu et al. (2015) • Abbott-Smith et al. (2023) • Gallyer et al. (2020) • Christensen et al. (2023) • Review Suicide Risk Assessment 	Child/Peds Background Information Write-Up	---
6/8	4	Dede Neuro Psychological Evaluations		<ul style="list-style-type: none"> • Hook et al. Chapter 7: Clinical Interviewing with Adults in Handbook of Clinical Psychology Competencies (Thomas et al. 2010) • O'Brien et al. Chapter 11. • Behavioral Assessment with Adults in Handbook of Clinical Psychology Competencies (Thomas et al. 2010) • Voss & Das (2022). Mental Status Examination • Ventriglio et al. (2015). Relevance of culture-bound syndromes in the 21st century 	Suicide Risk Assessment Write-Up Mental Status Examination Group Project	

6/15	5	Holgerson Health Psychological Evaluations		Suicide Risk Assessment Reflection	
6/22	6	King Episodes of Care	Readings TBD	Neuro Background Information Write-Up Health Background Information Write-Up	
6/29	7		Summer Break		
7/6	8	Cascio Philosophy +Techniques for Self-Teaching Test Administration Frontal Network/Executive Functions	Conners' Continuous Performance Test-3 rd Edition (CPT-3); Conners' Auditory Test of Attention (CATA); Wisconsin Card Sort Test (WCST); Trail Making Test (Trails A & B; DKEFS)		
7/13	9	Language Part I	Boston Naming Test-2 nd Edition (BNT-2); Controlled Oral Word Association Test & Animals (COWAT); DKEFS Verbal Fluency		Test-out: Attention/EF
7/20	10	Language Part II	Comprehensive Test of Phonological Processing- 2 nd Edition (CTOPP-2); Clinical Evaluation of Language Fundamentals-5 th Edition (CELF-5)		Test-out: Language I
7/27	11	Memory Part I (Peds)	Child and Adolescent Memory Profile (ChAMP)		Test-out: Language II
8/3	12	Memory Part II	Wechsler Memory Scale-4 th Edition (WMS-IV), Logical Memory; California Verbal Learning Test-2 nd Edition (CVLT-II)		Test-out: Memory Part II
8/11	13	Memory Part III	Wechsler Memory Scale-4 th Edition (WMS-IV), Visual Reproduction; Rey-O Complex Figure Test (RCFT)	Final Group Project Due	Test-out: Memory Part III