PSYC13020 *Individual Differences and Assessment*
Term 2 - 2019

Profile information current as at 04/05/2024 09:25 pm

All details in this unit profile for PSYC13020 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will introduce you to the principles, processes, applications, and issues pertaining to the development and use of psychological assessment. This unit is presented through a number of themes, covering topics such as origins, ethics and uses of psychological testing; testing in adults, children and vulnerable populations; neuropsychological testing and testing for industry and career development. The psychometric basis of psychological assessment and testing is emphasised. You will focus on a variety of common psychological procedures and tests measuring individual differences. Consideration of individual differences and assessment in an Australian context will be a key component of your studies in this unit.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

CA10 & CQ01 – Must complete PSYC11008, PSYC11009, PSYC12014, and PSYC12013 or PSYC12010 CF59 – Must have completed PSYC12048 and (PSYC12010 or PSYC12012 or PSYC12013 or PSYC12014 or PSYC12047) CC43 – Minimum of 96 credit points
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2019

- Adelaide
- Bundaberg
- Online
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**
Weighting: 30%
2. **Written Assessment**
Weighting: 40%
3. **Examination**
Weighting: 30%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback in-class and via email and Moodle discussion boards.Analysis of assessment resuts. Peer discussion.

Feedback

Some students were producing descriptive rather than analytic materials in their assessments. Thus, students were unaware that at level 3 in an undergraduate degree there is an expectation that students would have transitioned beyond learning outcomes that asked them to describe content and to show their ability to critically evaluate content.

Recommendation

Provide students with a resource to inform them about learning skills associated with critical thinking and reflection. The unit tutor in 2018 will offer to produce a short video podcast that can be used on this unit and other level 3 psychology units, if applicable.

Feedback from Student feedback in-class and via email and Moodle discussion boards.

Feedback

Some students reported difficulties in searching for unit materials stored on the Moodle site. This was believed to be due to the use of themes to organise unit content.

Recommendation

Index digitally stored materials with the following file name protocol: [Teaching week]_[teaching format]_topic. Provide an index list of all unit digital materials on the Moodle site. Provide an extended induction in week 1 on using the Moodle site, paying particular attention to the thematic structure of the site.

Feedback from Self-reflection

Feedback

The use of ITS content streaming for timetabled classes did not provide the tutor with the ability to see how many participants were online and did not have the facility for students to text comments or to indicate to the tutor that they wished to ask a question.

Recommendation

Scope the use of Zoom instead of ITS streaming of class sessions to enable increased opportunities for student engagement in synchronous online teaching.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Articulate the purposes and principles of psychological assessment and testing
2. Identify and articulate the knowledge of test construction processes and basic statistics to develop and validate a test of a psychological construct
3. Apply knowledge of psychometric principles to evaluate the reliability, validity and other relevant features of psychological assessment processes and tests
4. Locate and use professional standards, ethical codes and sources of information relevant to developers and users of psychological assessments and tests.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | ○ Introductory Level | ● Intermediate Level | ● Graduate Level | ○ Professional Level | ○ Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 30%		•	•	
2 - Written Assessment - 40%	•		•	•
3 - Examination - 30%	•	•		•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication				
2 - Problem Solving			•	
3 - Critical Thinking	•	•	•	•
4 - Information Literacy		•		
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence				•
8 - Ethical practice	•		•	
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 30%		•	•	•			•	•		
2 - Written Assessment - 40%			•							
3 - Examination - 30%	•		•				•			

Textbooks and Resources

Textbooks
PSYC13020

Prescribed

Psychological Testing: History, Principles and Applications
7th Edition (2015)
Authors: R.J. Gregory
Pearson
Essex , England
ISBN: 12: 978-1-292-05880-1
Binding: Paperback
PSYC13020

Supplementary

Publication Manual of the American Psychological Association (APA)
6th Edition (2010)
Authors: American Psychological Association
American Psychological Association
Washinton , DC , USA
ISBN: 1433805618
Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Cassy Dittman Unit Coordinator
c.dittman@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 1: Implementation and Attributes of Psychological Testing	Readings for this week are from the assigned textbook Gregory, R. J. (2015). Psychological Testing. History, Principles, and Applications. The chapter covered is chapter 1: Topic 1A. The Nature and uses of Psychological Testing and Topic 1B. Ethical and Social Implications of Testing.	All quizzes are OPEN for completion

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 2: Origins of Psychological Testing	Readings for this week are from the assigned textbook Gregory, R. J. (2015). Psychological Testing. History, Principles, and Applications. The chapter covered is chapter 2: Topic 2A. The Origins of Psychological Testing and Topic 2B. Testing from the Early 1900's to the Present.	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 3: Norms and Reliability	Readings for this week are from the assigned textbook Gregory, R. J. (2015). Psychological Testing. History, Principles, and Applications. The chapter covered is chapter 3: Topic 3A. Norms and Test Standardisation and Topic 3B. Concepts and Reliability.	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 4: Validity and Test Construction	Readings for this week are from the assigned textbook Gregory, R. J. (2015). Psychological Testing. History, Principles, and Applications. The chapter covered is chapter 4: Topic 4A. Basic Concepts of Validity and Topic 4B. Test Construction.	Quiz 1. CLOSES 5 pm [AEST] 9th August

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 5: Intelligence and Achievement: Theories and Tests	Readings for this week are from the assigned textbook Gregory, R. J. (2015). Psychological Testing. History, Principles, and Applications. The chapter covered is chapter 5: Topic 5A. Theories of Intelligence and Factor Analysis and Topic 5B. Individual tests of Intelligence and Achievement.	

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 6: Ability Testing: Group Tests and Controversies	Readings for this week are from the assigned textbook Gregory, R. J. (2015). Psychological Testing. History, Principles, and Applications. The chapter covered is chapter 6: Topic 6A. Group Tests of Ability and Related Concepts and Topic 6B. Individual Tests of Intelligence and Achievement.	

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 7: Assessing Special Populations	Readings for this week are from the assigned textbook Gregory, R. J. (2015). Psychological Testing. History, Principles, and Applications. The chapter covered is chapter 7; Topic 7A. Infant and Preschool Assessment and Topic 7B. Testing Persons with Disabilities.	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 8: Foundations of Personality Testing	Readings for this week are from the assigned textbook Gregory, R. J. (2015). Psychological Testing. History, Principles, and Applications. The chapter covered is chapter 8: Topic 8A. Theories of Personality and Projective Techniques and Topic 8B. Self-Report and Behavioural Assessment of Psychopathology.	Quiz 2. CLOSES 5 pm [AEST] 13th September

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 9:Evaluation of Normality and Individual Strengths	Readings for this week are from the assigned textbook Gregory, R. J. (2015). Psychological Testing. History, Principles, and Applications. The chapter covered is chapter 9: Topic 9A. Assessment Within the Normal Spectrum and Topic 9B. Positive Psychological Assessment.	Individual written essay DUE: Week 9 Friday 16th September 2019 9:00 am [AEST] **Individual Written Essay** Due: Week 9 Monday (16 Sept 2019) 9:00 am AEST

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 10: Neuropsychological Testing	Readings for this week are from the assigned textbook Gregory, R. J. (2015). Psychological Testing. History, Principles, and Applications. The chapter covered is chapter 10: Topic 10A. Neurological concepts and Behavioural Assessment and Topic 10B. Neuropsychological Tests, Batteries, and Screening Tools.	

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 11: Occupational and Career Assessment	Readings for this week are from the assigned textbook Gregory, R. J. (2015). Psychological Testing. History, Principles, and Applications. The chapter covered is chapter 11: Topic 11A. Industrial and Organizational Assessment and Topic 11B. Assessment for Career Development in a Global Economy.	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

	Readings for this week are from the assigned textbook Gregory, R. J. (2015). Psychological Testing. History, Principles, and Applications. The chapter covered are chapters 1 - 11 and will review all of the learning from the term together with considerations and examples for examination.	Quiz 3. CLOSES 5 pm [AEST] 11th October
Overview of unit.		**Quizzes x 3** Due: Week 12 Friday (11 Oct 2019) 5:00 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
No lecture		

Exam Week - 17 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Unit Co-ordinator:
Jessica Paterson
j.paterson@cqu.edu.au
(08) 8378 4519

Assessment Tasks

1 Quizzes x 3

Assessment Type
Online Quiz(zes)

Task Description
Assessment task one consists of three quizzes which you will complete online over the course of the unit. These quizzes are **open book assessments** and are **timed, meaning you have 30 minutes from commencement to complete the quiz. There will be 30 questions to answer.** At the end of 30 minutes, the quiz will close and all answered questions will be submitted for automatic grading via Moodle. Students will be able to go in and access their grade for the completed quiz once it has closed.
<u>**You will only have one opportunity to complete each quiz.**</u>
Topics assessed relate directly to the textbook. Each quiz is linked to specific chapters from the text. Quiz 1 will have questions from Chapters 1-4; Quiz 2 will have questions from Chapter 5-8 and Quiz 3 will have questions from Chapters 9-11.You will need access to the assigned textbook for this unit - Pearson Education offer this as a hard copy, and an online copy for ease of access.
The assigned textbook is Gregory, R.J. (2015). Psychological Testing: History, Principles, and Applications. Global Edition. Essex: Pearson Education Limited.
Questions are randomized from a large bank of potential questions; no two students will receive the same questions in their assessment.
All three of the quizzes will open on 15 July 2019, to allow you to work ahead if desired. However, I would encourage you to complete these quizzes as you progress through the learning chapters so you can support your reading with lecture and tutorial material.
A breakdown of the content contained within each quiz can also be found in the Assessment Information Sheet on the Moodle page for PSYC13020, under "Assessment Information".

Number of Quizzes
3

Frequency of Quizzes
Other

Assessment Due Date
Week 12 Friday (11 Oct 2019) 5:00 pm AEST
Please NOTE - this due date refers to the FINAL Quiz. The 3 quizzes are due on the Friday (5.00pm) of Week 4, Week 8 and Week 12.

Return Date to Students
Week 12 Friday (11 Oct 2019)
Feedback will be provided via Moodle utilising the assessment criteria below.

Weighting
30%

Assessment Criteria
Quiz items will be presented in multiple choice format, with only one correct item applicable. Quizzes will be automatically graded. Students will be able to view which items were incorrect after completion of the quiz, to facilitate individual reflection and review of the prescribed text.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
No submission method provided.

Submission Instructions
Online

Learning Outcomes Assessed

- Locate and use professional standards, ethical codes and sources of information relevant to developers and users of psychological assessments and tests
- Explain cross-cultural considerations and other relevant issues pertaining to the development and use of psychological assessment procedures and tests.

Graduate Attributes

- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Individual Written Essay

Assessment Type
Written Assessment

Task Description
For Assessment 2, you will produce an individual written essay of between 1800 - 2200 words. This essay is worth 40% of your total grade.
The word count does not include the title page or reference list.
There are four prescribed essay topics and they are:
1. Provide a clear comparison and contrast of the advantages and disadvantages of individual and group intelligence tests. Include specific reference and discussion in the application of intelligence tests to culturally diverse and
   Indigenous groups of people. Use current and relevant examples to support your overall discussion.
2. Discuss and clearly explain the differences and similarities among ability, aptitude, and achievement tests. Include in the essay discussion, how cultural diversity can be accounted for in these tests. Use current and relevant examples   to support your overall discussion.
3.Discuss and explain how the concept of test bias differs from the concept of test fairness? Include in the essay discussion, how these 2 concepts can be acknowledged and adjusted to better meet the need of variables such as gender,   race, or any other defining characteristic that an individual or group may identify by. Use current and relevant examples to support your overall discussion.
4.Discuss and highlight the historical timeline of the development of psychological testing; its origins; founding concepts and population groups initially targeted for psychologically testing. Make a comparison with how psychometric   testing is undertaken today and provide an argument (positive or negative) for the need, relevance and purpose of psychological testing today. Proved current and relevant examples to support the stance taken in the essay.
Assessment for this essay will include:
25%   (10 Marks)   for the use of 10 highly relevant sources
37.5% (15 Marks)   for critical analysis, comprehensive argument and considered discussion of topic question

25%   (10 Marks)   for the use of highly relevant, coherent and cohesive examples
12.5% (5 Marks)   for effective APA references both in the text and in the reference list
In brief, the essay will require:

1.   Use of at least a minimum of 10 appropriate references consisting of journal articles, books and other professional reference sources
2.   Clear, accurate and critical exploration of relevant material to meet the topic chosen
3.   Use of appropriate examples with clearly justified reasoning to support any argument or discussion presented in the essay
4.   Use of APA referencing throughout the essay and specifically the correct format and referencing required in the Reference list.

Assessment Due Date
Week 9 Monday (16 Sept 2019) 9:00 am AEST
Essay Assessment to be submitted through Moodle

Return Date to Students
Week 11 Friday (4 Oct 2019)
Feedback will be provided via Moodle

Weighting
40%

Assessment Criteria
Use of 10 or more appropriate references consisting of journal articles, books and other modes of information.
Clear, analytical and critical exploration of relevant material to either compare and contrast or to consider similarities and differences.
Use of appropriate examples, with clearly justified inclusion and discussion to support the development of the essay.
Efficient and appropriate APA referencing throughout the essay and essential in the Reference list.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Essay submission is to be submitted via Moodle in MS Word format and appropraitely formatted as per Assessment Information on Moodle page

Learning Outcomes Assessed

- Restate the qualities and appropriate applications of common psychological assessment procedures and tests

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
30%

Length
180 minutes

Exam Conditions
Closed Book.

Materials
Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).
No calculators permitted

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem