PSYC13020 *Individual Differences and Assessment*
Term 2 - 2020

Profile information current as at 01/05/2024 04:53 am

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 PSYC12010CF59 – 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 - 2020

- Adelaide
- Bundaberg
- Cairns
- 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: 40%
2. **Written Assessment**
Weighting: 40%
3. **Presentation**
Weighting: 20%

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 Self-reflection, student feedback

Feedback

The unit textbook is dense and contains an unnecessary level of detail for this level. It also has no relevance to an Australian context.

Recommendation

Text book options are to be reviewed and replaced if a better alternative is found.

Feedback from Self-reflection, student feedback

Feedback

The online quizzes cover a wide variety of content from the textbook and this assessment format doesn't give the opportunity for students to receive helpful feedback.

Recommendation

The quizzes will be kept because this is a useful way to assess knowledge in an on-going way throughout the term, however the nature of the quiz will continue to be reviewed and improved.

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.
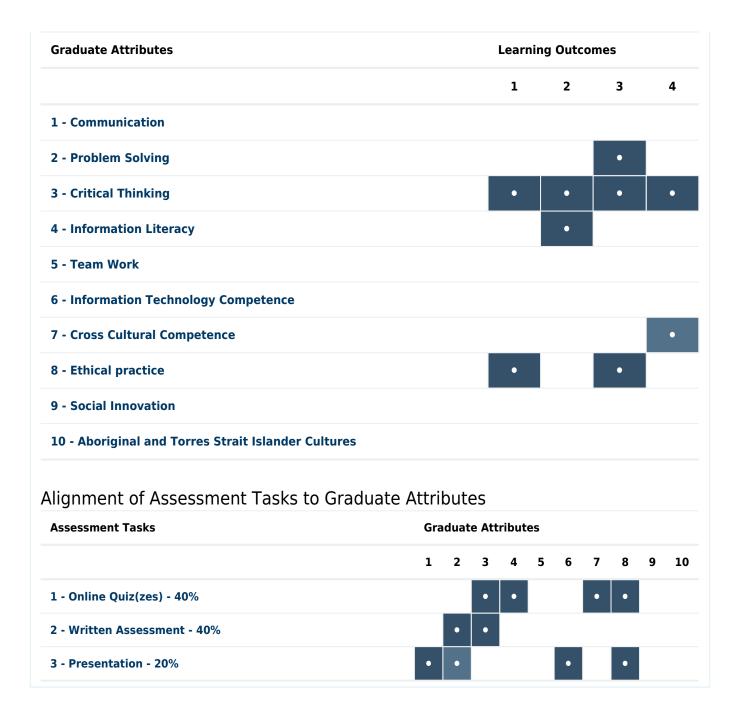
Alignment of Learning Outcomes, Assessment and Graduate Attributes

— 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) - 40%		●	●	
2 - Written Assessment - 40%	●	●	●	●
3 - Presentation - 20%	●			●

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) - 40%			•	•			•	•		
2 - Written Assessment - 40%		•	•							
3 - Presentation - 20%	•	•				•		•		

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)
7th Edition (2019)
Authors: American Psychological Association
American Psychological Association
Washinton , DC , USA
ISBN: 9781433832161
Binding: Paperback

Additional Textbook Information
If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: http://bookshop.cqu.edu.au
(search on the Unit code). eBooks are available at the publisher's website.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom (both microphone and webcam capability)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Cassy Dittman Unit Coordinator
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Schedule

Week 1 - Introduction to Psychological Assessment - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Psychological Assessment	Chapter 1: Implementation and Attributes of Psychological Testing	

Week 2 - Origins of Psychological Testing - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Origins of Psychological Testing	Chapter 2: Origins of Psychological Testing	

Week 3 - Norms and Reliability - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Norms and Reliability	Chapter 3: Norms and Reliability	Quiz 1 opens Friday at 9:00AM [AEST]

Week 4 - Validity, Test Construction and Test Biases - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Validity, Test Construction and Test Biases	Chapter 4: Validity and Test Construction Chapter 6 - Topic 6B: The Question of Test Bias (pp 238-248)	Long Answer Questions Part 1 released Friday at 9:00AM [AEST]

Week 5 - Intelligence Testing - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Intelligence Testing	Chapter 5: Intelligence and Achievement: Theories and Tests (pp. 154-201)	Quiz 1 closes Monday at 9:00AM [AEST]

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - Aptitude and Achievement Testing and Learning Disabilities - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Aptitude and Achievement Testing and Learning Disabilities	Chapter 6 - Topic 6A: Group Tests of Ability and Related Concepts (pp. 210-224) Chapter 5: Intelligence and Achievement: Theories and Tests (pp. 202-209)	Quiz 2 opens Friday at 9:00AM [AEST]

Week 7 - Clinical Psychology Assessment - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Clinical Psychology Assessment	Chapter 8 - Topic 8B: Self-Report and Behavioural Assessment of Psychopathology (pp. 347-359)	Long Answer Questions Part 1 due Monday at 9:00AM [AEST]

Week 8 - Neuropsychology Assessment - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Neuropsychology Assessment	Chapter 10: Neuropsychological Testing	Quiz 2 closes Monday at 9:00AM [AEST] Long Answer Questions Part 2 released Friday at 9:00AM [AEST]

Week 9 - Assessment of Children and Adolescents - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of Children and Adolescents	Chapter 7: Assessing Special Populations	Quiz 3 opens Friday at 9:00AM [AEST]

Week 10 - Personality Assessment - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Personality Assessment	Chapter 8 - Topic 8A: Theories of Personality and Projective Techniques	

Week 11 - Occupational and Career Assessment - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic

Occupational and Career Assessment	Chapter 11: Industrial, Occupational and Career Assessment	Quiz 3 closes Monday at 9:00AM [AEST] Quiz 4 opens Friday at 9:00AM [AEST]

Week 12 - Unit Overview and Wrap-Up - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Unit Overview and Wrap-Up	No Reading This Week	Long Answer Questions Part 2 due Tuesday at 9:00AM [AEST] Quiz 4 closes Friday at 5:00PM [AEST]

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Oral Presentation - Feeding Back Assessment Findings Due: Exam Week Monday (19 Oct 2020) 9:00 am AEST

Assessment Tasks

1 Online Quizzes

Assessment Type
Online Quiz(zes)

Task Description
This assessment task requires the completion of 4 online quizzes, conducted via the PSYC13020 Moodle site.
Each quiz contains 20 multiple-choice questions. You will have 60 minutes (1 hour) to complete the quiz. Only one attempt per quiz is permitted. Details of content and due dates for each quiz is detailed below:

- Quiz 1 assesses weeks 1 to 3. It opens Friday 31st July at 9:00AM [AEST] and closes Monday 10th August at 9:00AM [AEST].
- Quiz 2 assesses weeks 4 to 6. It opens Friday 28th August at 9:00AM [AEST] and closes Monday 7th September at 9:00AM [AEST].
- Quiz 3 assesses weeks 7 to 9. It opens Friday 18th September at 9:00AM [AEST] and closes Monday 28th September at 9:00AM [AEST].
- Quiz 4 assesses weeks 10 and 11. It opens Friday 2nd October at 9:00AM [AEST] and closes Friday 9th October at 9:00AM [AEST].

Number of Quizzes
3
Frequency of Quizzes
Other
Assessment Due Date

Quiz 1 closes Monday 10th August at 9:00AM [AEST; Week 5]. Quiz 2 closes Monday 7th September at 9:00AM [AEST; Week 8]. Quiz 3 closes Monday 28th September at 9:00AM [AEST; Week 11]. Quiz 4 closes Friday 9th October at 9:00AM [AEST; Week 12].

Return Date to Students

Students will be able to view their grade for each quiz upon completion. Correct responses to each quiz will be released as soon as possible after the quiz has closed.

Weighting
40%

Assessment Criteria
For each quiz, one (1) mark will be awarded for each quiz question answered correctly. There will be no negative marking penalty for incorrect answers.

Each quiz is marked out of 20 and weighted at 10% of the final unit grade.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Learning Outcomes Assessed

- Identify and articulate the knowledge of test construction processes and basic statistics to develop and validate a test of a psychological construct
- Apply knowledge of psychometric principles to evaluate the reliability, validity and other relevant features of psychological assessment processes and tests

Graduate Attributes

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

2 Long Answer Questions

Assessment Type
Written Assessment

Task Description
This assessment task requires to you to provide responses to 4 questions each requiring a 'long-answer' written response. Each question will be marked out of 10 and will be worth 10% of your final grade. At two points during the term, you will be provided with a list of possible questions and asked to write a response to 2 questions from the list. The questions will be released on Moodle, and you are to submit your response in a word document on Moodle. Further information will be provided in class. Please see below for release dates and due dates for these questions:

- Week 4: Long Answer Questions Part 1 released Friday 7th August at 9:00AM [AEST]
- Week 7: Long Answer Questions Part 1 due Monday 31st August at 9:00AM [AEST]
- Week 8: Long Answer Questions Part 2 released Friday 11th September at 9:00AM [AEST]
- Week 12: Long Answer Questions Part 2 due Tuesday 6th October at 9:00AM [AEST]

Important points about this assessment:

1. Write the response to each question in a word document. Make sure your submission is clearly labelled with your name and student number.
2. Please start each question on a new page.
3. There is no minimum or maximum word count for each response. However, as a rough guide, you might aim for between 500-600 words for each response.
4. Having said that, the focus should be on answering each question fully, but concisely, rather than the number of words. You will be marked based on content coverage, not word count.
5. This task is not an essay, so your responses do not need to be written in an essay format (i.e., there is no need for introductory and concluding paragraphs). Instead, jump right in and start writing your response.
6. Write your answers clearly, making sure you use properly structured paragraphs and clear, concise and grammatical sentences.
7. You will generally be able to respond to these questions using the content covered in lectures and the associated content in the textbook. There may be some additional or outside research required.
8. Some questions will require you to refer to only one topic, while others will require you to integrate content across the topic areas covered in the unit.

Assessment Due Date

Long Answer Questions Part 1 due Monday 31st August at 9:00AM [AEST; Week 7]. Long Answer Questions Part 2 due Tuesday 6th October at 9:00AM [AEST; Week 12].

Return Date to Students

Grades will be available 2 to 3 weeks after the due date for each set of questions.

Weighting
40%

Assessment Criteria

9 to 10 marks	7 to 8 marks	5 to 6 marks	3 to 4 marks	1 to 2 marks	0 marks
A comprehensive and well-written response in which 90-100% of possible answer points are included.	A good response in which 70-80% of possible answer points are included.	An adequate response in which 50-60% of possible answer points are included.	A limited response in which 30-40% of possible answer points are included.	A very poor response in which 10-20% of possible answer points are included.	No response or irrelevant response.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Write the response to each question in a word document and submit via the Moodle assessment submission portal.

Learning Outcomes Assessed

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

Graduate Attributes

- Problem Solving
- Critical Thinking

3 Oral Presentation - Feeding Back Assessment Findings

Assessment Type
Presentation

Task Description
An important final step in completing a psychological assessment is to feedback the assessment results to the client, patient or employee you have been working with. In this assessment task, you are required to share and integrate a series of assessment findings with a client in a simulated role play. You will be presented with a case study comprising results from a number of assessments. Your job will be to interpret these results, integrate them into a summary, and present this to a person using language and a communication style that is warm, professional and appropriate to the individual who has been assessed.
A skills checklist will be provided in class that will give you clear steps to follow in feeding back assessment findings. You will be provided with example case studies and opportunities to practice the role plays during class time.
You will need to video record this role play (ensuring the audio and video is of an acceptable quality) and submit it via Moodle.

Assessment Due Date
Exam Week Monday (19 Oct 2020) 9:00 am AEST

Return Date to Students

Weighting
20%

Assessment Criteria
The role play will be marked out of 20 and will be worth 20% of your final grade. Your mark will be based on:

- Adherence to skills checklist (15 marks)
- Communication and interpersonal skills (5 marks)

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Submit video recording in suitable format (i.e., MP4) via the Moodle assessment submission portal.

Learning Outcomes Assessed

- Articulate the purposes and principles of psychological assessment and testing
- Locate and use professional standards, ethical codes and sources of information relevant to developers and users of psychological assessments and tests.

Graduate Attributes

- Communication
- Problem Solving
- Information Technology Competence
- Ethical practice

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