PSYC14048 *Advanced Psychological Assessment*
Term 2 - 2017

Profile information current as at 18/05/2024 12:45 am

All details in this unit profile for PSYC14048 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

The aim of this unit is to provide basic theoretical, empirical, and practice knowledge necessary to acquire the skills required to conduct and evaluate psychological assessment. Lectures and readings are aimed at conveying the basic assessment process that occurs within psychological contexts, regardless of therapeutic orientation. The general expectations of this unit are to demonstrate theoretical, empirical, and practice-focused knowledge of assessment frameworks and techniques. As a student, you should expect to gain an increased understanding of basic frameworks and specific assessment procedures involved in psychological assessment (and therapy) contexts.

Details

Career Level: *Undergraduate*
Unit Level: *Level 4*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Academic Course = CC42
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 - 2017

- Bundaberg
- Distance

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: 15%
2. **Written Assessment**
Weighting: 40%
3. **Examination**
Weighting: 45%

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 Unit Coordinator self reflection and students' comments

Feedback
Resources

Recommendation
Ensure there are no delays with receiving the textbook through the bookshop from the publisher. Any delays in this unit based on the required reading significantly impact on the student timeline.

Feedback from Unit Coordinator self reflection

Feedback
Resources

Recommendation
Allow students to work on particular areas for assessment, and present back to the cohort. This will allow students to develop a wider knowledge base of the various areas of assessment.

Feedback from Unit Coordinator self reflection

Feedback
Assignment information provided to the students

Recommendation
Offer the students the assignment at the beginning of the term, with a disclaimer about starting the assessment early. Recommend that students do not commence the assignment until the week the assignment is generally made available. This will allow the students to plan their term, and have specific aspects to focus on during the lecture content as they engage in preparing to commence the assignment.

Feedback from Unit Coordinator self reflection

Feedback
Staff availability

Recommendation
A full-time staff member is better assigned to this subject.

Feedback from Unit Coordinator self reflection

Feedback
Engagement

Recommendation
Encourage more engagement on the discussion forums.

Feedback from Unit Coordinator self reflection and students' comments

Feedback
Assignment Feedback

Recommendation
Ensure that ways to enhance assignment material is provided to the students during feedback in the assignments. Break down the assignment criteria in more detail and provide more of the marking matrix to the students.

Unit Learning Outcomes

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

1. Use effective strategies and decision-making processes in psychological assessment
2. Select and integrate psychological assessment processes across a number of themes and paradigms
3. Apply the core principles of ethical and professional assessment practice
4. Use psychological assessment data and decision-making strategies in case study presentations

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) - 15%		•		
2 - Written Assessment - 40%	•	•	•	•
3 - Examination - 45%		•	•	

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) - 15%		•	•				•	•		
2 - Written Assessment - 40%	•		•	•		•		•		

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
3 - Examination - 45%			•	•			•	•		

Textbooks and Resources

Textbooks
PSYC14048
Prescribed

Conducting Psychological Assessment: A guide for practitioners
(2011)
Authors: Wright, A.J
John Wiley & Sons Ltd
Southern Gate , Chicester , UK
ISBN: 9780470536759
Binding: Paperback
PSYC14048

Prescribed

Essentials of Assessment Report Writing
Edition: 1st edn (2004)
Authors: E.O Lichtenberger, N, Mather, N.L Kaufman, A. S Kaufman
John Wiley & Sons Ltd
Hoboken , New Jersey , USA
ISBN: 9780471394877
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

Karena Burke Unit Coordinator
k.j.burke@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

| A brief (and alternative) history of psychological assessment | Wright (2011) Chapter 1.
See reading list on Moodle. | |

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Science and pseudoscience in psychological assessment	Wright (2011) Chapter 2 and 3 Lilienfeld, S. O., Lynn, S. J., & Lohr, J. M. (2015). Science and Pseudoscience in clinical Psychology Initial Thoughts, Reflections, and Considerations. In S. O. Lilienfeld, S. J. Lynn, & J. M. Lohr (Eds.), Science and pseudoscience in clinical psychology (Second edition ed., pp. 1-16). New York: Guilford Publications. Available from https://www.guilford.com/excerpts/lilienfeld.pdf	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Methods of psychological assessment	Wright (2011) Chapters 3 & 4. See reading list on Moodle.	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Clinical psychological assessment 1	Wright (2011) Chapter 5. See reading list on Moodle.	Blackboard collaborate Q&A #1

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Clinical psychological assessment 2	Wright (2011) Chapter 6. Bow, J. N., & Boxer, P. (2003). Assessing allegations of domestic violence in child custody evaluations. Journal of Interpersonal Violence, 18, 1394-1410.	**Online Quiz(zes)** Due: Week 5 Friday (11 Aug 2017) 12:00 pm AEST

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Forensic psychological assessment 1	Varela, J. G., & Conroy, M. A. (2012). Professional competencies in forensic psychology. Professional Psychology: Research and Practice, 43(5), 410-421.	

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Forensic psychological assessment 2	Sharf, A. J., Rogers, R., Williams, M. M., & Drogin, E. Y. (2017). Evaluating juvenile detainees' Miranda misconceptions: The discriminant validity of the Juvenile Miranda Quiz. Psychological Assessment, 29(5), 556-567.	Blackboard collaborate Q&A #2

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Organisational psychological (and more)	Pryor, R. (2012). Contemporary issues in the use of psychological assessment for recruitment and selection. InPsych: The Bulletin of the Australian Psychological Society, 34(5), 10-13.	**Amicus brief (written assignment)** Due: Week 8 Monday (4 Sept 2017) 11:00 pm AEST

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Response bias	See reading list on Moodle.	

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Malingering	Rogers, R., & Correa, A. A. (2008). Determinations of malingering: Evolution from case-based methods to detection strategies. Psychiatry, Psychology and Law, 15(2), 213-223.	

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Allegiance bias	Murrie, D. C., Boccaccini, M. T., Guarnera, L. A., & Rufino, K. A. (2013). Are Forensic Experts Biased by the Side That Retained Them? Psychological Science, 24(10), 1889-1897.	

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Past, present, and future of psychological assessment	Groth-Marnat, G. (2000). Visions of clinical assessment: Then, now, and a brief history of the future. Journal of Clinical Psychology, 56(3), 349-365.	Blackboard collaborate Q&A #3

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Exam to be in the exam weeks; details to be advised

Assessment Tasks

1 Online Quiz(zes)

Assessment Type
Online Quiz(zes)

Task Description
Objective:
This online, open-book quiz will provide the opportunity to evaluate your working knowledge of the core areas of psychological assessment. The format of this assessment requires you to demonstrate a comprehension of the process and content of the key principles in this unit.
Task:
The quiz is timed (55 minutes) and will be available online through the moodle unit site for 24 hours only. It is important to note, no make-up quizzes will be available, so please plan ahead and do not leave your attempt to complete the quiz till the last hour.

Number of Quizzes
1

Frequency of Quizzes
Other

Assessment Due Date
Week 5 Friday (11 Aug 2017) 12:00 pm AEST
Students will have 24 hours to complete this test from the date and time indicated. There will be no make-up quizzes.

Return Date to Students
Monday (28 Aug 2017)

Weighting
15%

Assessment Criteria
No Assessment Criteria

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Learning Outcomes Assessed

- Select and integrate psychological assessment processes across a number of themes and paradigms

Graduate Attributes

- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

2 Amicus brief (written assignment)

Assessment Type
Written Assessment

Task Description
Objectives
This written assignment will take the form of an *amicus brief* (examples available on Moodle), detailing the strengths and weaknesses of a single psychological assessment technique. In brief, you will identify a single psychological assessment technique (or approach) and present a critical assessment of that technique (or approach). An amicus brief differs from an essay. Examples of such briefs and their purpose will be discussed in the scheduled Q&A sessions.
Task
Detailed information for this task will be provided on the unit Moodle site during term. Collaborative support and discussion will be available throughout the term to aid the completion of this learning task.

Assessment Due Date
Week 8 Monday (4 Sept 2017) 11:00 pm AEST

Return Date to Students
Week 11 Friday (29 Sept 2017)

Weighting
40%

Assessment Criteria
Full assessment criteria will be provided to students during term through unit Moodle site under Written Assessment task.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Learning Outcomes Assessed

- Use effective strategies and decision-making processes in psychological assessment
- Select and integrate psychological assessment processes across a number of themes and paradigms
- Apply the core principles of ethical and professional assessment practice
- Use psychological assessment data and decision-making strategies in case study presentations

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

- Information Technology Competence
- Ethical practice

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
45%

Length
120 minutes

Exam Conditions
Closed Book.

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

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