



PSYC20055 Assessment: Child and Adolescent

Term 1 - 2019

Profile information current as at 03/05/2024 08:36 am

All details in this unit profile for PSYC20055 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 provides you with the opportunity to become familiar with a number of psychometric tools that will enable description, conceptualisation, and prediction of relevant aspects of a young person's functioning, behaviour, and personality. You will learn to perform a number of appropriate standardised psychological tests, including the Wechsler Intelligence Scale for Children (5th ed.), across a diverse range of client groups and contexts. Critical self-reflection is also a core component of this unit. In this unit you will explore and apply psychological tests suitable for children and adolescents. This unit also includes a compulsory residential school.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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 1 - 2019

- Mixed Mode

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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 Postgraduate 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. **Report**

Weighting: 50%

2. **Practical Assessment**

Weighting: 40%

3. **Reflective Practice Assignment**

Weighting: 10%

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](#).

Unit Learning Outcomes

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

1. Interpret psychological assessment results and synthesise with cognitive and practical understanding of psychological assessment and formulation across diverse contexts for children and adolescents
2. Communicate high level, independent judgements, test interpretation, and formulation in regard to psychological assessment targeting children and adolescents
3. Engage in critical self-reflection to better inform practice and ongoing professional development in regard to psychological assessments.

Learning outcomes are related to core competencies stated by the Psychology Board of Australia (PsychBA), program of study criteria as stated by the Australian Psychology Accreditation Council (APAC), and specifications for study at level 9 as indicated by the Australian Qualifications Framework (AQF).

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Reflective Practice Assignment - 10%		•	•
2 - Report - 50%	•	•	
3 - Practical Assessment - 40%	•		•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	○	○	○
2 - Communication	○	○	○
3 - Cognitive, technical and creative skills	○	○	○
4 - Research	○	○	
5 - Self-management	○	○	○
6 - Ethical and Professional Responsibility	○	○	○
7 - Leadership	○	○	○
8 - 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
1 - Reflective Practice Assignment - 10%	○	○	○		○	○	○	
2 - Report - 50%	○	○	○	○	○	○	○	
3 - Practical Assessment - 40%	○	○	○		○	○	○	

Textbooks

PSYC20055

Prescribed

Foundations of behavioral, social, and clinical assessment of children

Sixth edition (2014)

Authors: J. M. Sattler

Jerome M. Sattler, Publisher Inc

La Mesa , California , United States

ISBN: 978-0-9702671-8-4

Binding: Hardcover

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Prescribed

Handbook of psychological assessment

Sixth edition (2016)

Authors: Gary Groth-Marnat & A. Jordan-Wright

John Wiley & Sons Inc

Hoboken , New Jersey , United States

ISBN: 978-1-118-96065-3

Binding: Hardcover

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Supplementary

Assessment of children : WISC-V and WPPSI-IV

(2016)

Authors: Sattler, J. M., Dumont, R., & Coalson, D. L.

Jerome M. Sattler, Publisher Inc

La Mesa , California , United States

ISBN: 978-0-9861499-0-0

Binding: Hardcover

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Supplementary

Essentials of Assessment Report Writing

Second edition (2004)

Authors: Schneider, W. J., Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S.

John Wiley & Sons Inc

Hoboken , New Jersey , United States

ISBN: 978-1-119-21874-6

Binding: Paperback

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Supplementary

Publication Manual of the American Psychological Association

Sixth edition (2009)

Authors: American Psychological Association

American Psychological Association

Washington , DC , United States

ISBN: 978-1-4338-0561-5

Binding: Paperback

Additional Textbook Information

All texts except Sattler are available as E-books also.

Paper copies of all texts can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

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

Tom De Pauw Unit Coordinator
t.depauw@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the Behavioural, Social, and Clinical Assessment of Children	Sattler (2014) - chp 1	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Conducting the Assessment Interview: Context; Children, parents, teachers and families; considerations	Sattler (2014) - chps 3, 4, 5, 6, & 7 Groth-Marnat & Jordan-Wright (2016) - chp 3	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Behavioural Assessment	Sattler (2014) - chps 8, 9, & 13 Groth-Marnat & Jordan-Wright (2016) - chp 4	

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Clinical and Mental Health Tests	Sattler (2014) - chp 14 Additional resources will be posted to Moodle under Week 4	

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Intelligence Scale for Children (5th ed.) - Administration	Groth-Marnat & Jordan-Wright (2016) - chp 5 <i>Supplementary: Sattler, Dumont, & Coalson (2016) - chp 1, 2 & 3</i>	

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Intelligence Scale for Children (5th ed.) - Scoring	Resources this week will be posted on Moodle under Week 6.	

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Intelligence Scale for Children (5th ed.) - Interpretation	Review Groth-Marnat & Jordan-Wright (2016) - chp 5 <i>Supplementary: Sattler, Dumont, & Coalson (2016) - chp 4</i>	

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Report Writing	Sattler (2014) - chp 25 Groth-Marnat & Jordan-Wright (2016) - chp 15 <i>Supplementary: Sattler, Dumont, & Coalson (2016) - chp 8 and Essentials of Assessment Report Writing (Schneider et al., 2004)</i>	

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Report Writing	Same as Week 8: Sattler (2014) - chp 25 Groth-Marnat & Jordan-Wright (2016) - chp 15 <i>Supplementary: Sattler, Dumont, & Coalson (2016) - chp 8 and Essentials of Assessment Report Writing (Schneider et al., 2004)</i>	

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Children with special needs: Case Study	Sattler (2014) - Review Section V in general and chp 15 specifically	Assessment Report Due: Week 10 Monday (20 May 2019) 9:00 am AEST

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Administration of WISC-V	Readings will be provided at Residential.	Residential School - Rockhampton Campus - 27 May to 31 May 2019 Students will record their individual WISC-V assessment (Assessment 3) administrations at the Residential School. Assessments (Assessment 2) are to be submitted to Unit Coordinator by Friday 31 May 2019 at 5pm AEST. Administration of WISC-V Due: Week 11 Friday (31 May 2019) 5:00 pm AEST

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review	There are no additional readings this week.	WISC-V Reflection Due: Week 12 Thursday (6 June 2019) 9:00 am AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Compulsory Residential School will be held on Rockhampton campus in Week 11 (27th to 31st May 2019). Students must be ready to commence at 9am on Monday so please keep in mind it may be necessary to travel the day before.

Assessment Tasks

1 Assessment Report

Assessment Type

Report

Task Description

This assessment requires you to write a Psychological Evaluation. You will be provided with a brief case scenario and a scored WISC-V assessment which you will use to form the basis of the report. Further information indicating expected word limit, headings, and detailed marking criteria will be placed on moodle under the Assessment tab.

Assessment Due Date

Week 10 Monday (20 May 2019) 9:00 am AEST

Upload through Assessment portal on moodle

Return Date to Students

Week 12 Friday (7 June 2019)

Feedback will be uploaded through moodle

Weighting

50%

Assessment Criteria

A detailed marking rubric will be placed on the moodle page and made available from Week 1. The rubric will be based upon the general quality of the report, including appropriate APA format, and the inclusion of correct information under the following headings:

- Title page
- Reason for referral
- Background information
- Observations during the assessment
- Assessment results
- Clinical Impressions
- Recommendations
- Summary

Referencing Style

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

Submission

Online

Submission Instructions

Assessment to be uploaded through moodle

Learning Outcomes Assessed

- Interpret psychological assessment results and synthesise with cognitive and practical understanding of psychological assessment and formulation across diverse contexts for children and adolescents
- Communicate high level, independent judgements, test interpretation, and formulation in regard to psychological assessment targeting children and adolescents

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

- Leadership

2 Administration of WISC-V

Assessment Type

Practical Assessment

Task Description

During the on-campus Residential School you will be required to administer the WISC-V to a fellow student who will be your "client". At the completion of your test administration, please continue to record and pause to provide a few sentences highlighting your initial perception regarding a strength and a weakness in your administration. This administration will be recorded and it will be this recording that will be saved to your student OneDrive and then shared with the Unit Coordinator for marking.

Assessment Due Date

Week 11 Friday (31 May 2019) 5:00 pm AEST

Recordings to be saved on student OneDrive and shared with Unit Coordinator for marking

Return Date to Students

Review/Exam Week Friday (14 June 2019)

Feedback will be emailed to students

Weighting

40%

Assessment Criteria

Assessment criteria will be graded using the following ratings:

5 = superior use of the skill

4 = above average, competent use of the skill

3 = average but competent use of the skill

2 = below average use of the skill

1 = inadequate use of the skill

The assessment criteria are:

Rapport during test administration

Providing standardised subtest instructions

Standardised administration of subtest items

Standardised recording of subtest items

Handling client questions

Avoiding common administration pitfalls: specific tests

Feedback, encouragement, testing of limits

Student overall delivery style

Referencing Style

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

Submission

Online

Submission Instructions

Recordings to be saved on student OneDrive and shared with Unit Coordinator for marking

Learning Outcomes Assessed

- Interpret psychological assessment results and synthesise with cognitive and practical understanding of psychological assessment and formulation across diverse contexts for children and adolescents
- Engage in critical self-reflection to better inform practice and ongoing professional development in regard to psychological assessments.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility
- Leadership

3 WISC-V Reflection

Assessment Type

Reflective Practice Assignment

Task Description

You are required to watch the recording of your WISC-V assessment and provide a written reflection relating to your WISC-V administration and learnings from Assessment 2. This reflection should be 600-800 words in length and will require you to identify strengths, weaknesses and any potential gaps.

Assessment Due Date

Week 12 Thursday (6 June 2019) 9:00 am AEST

To be uploaded through the Assessment portal on moodle

Return Date to Students

Review/Exam Week Friday (14 June 2019)

Feedback will be uploaded through the Assessment portal on moodle

Weighting

10%

Assessment Criteria

Assessment criteria will be graded using the following ratings:

5 = superior use of the skill

4 = above average, competent use of the skill

3 = average but competent use of the skill

2 = below average use of the skill

1 = inadequate use of the skill

Assessment criteria/headings:

Consideration and discussion of strengths and what went well

Consideration and discussion of areas that need improvement and what did not go well

Consideration and discussion of what could be done differently in the future

Consideration and discussion of what would help improve the administration

Consideration and discussion of what has been learnt through this assessment exercise

Referencing Style

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

Submission

Online

Submission Instructions

To be submitted through the Assessment portal on moodle

Learning Outcomes Assessed

- Communicate high level, independent judgements, test interpretation, and formulation in regard to psychological assessment targeting children and adolescents
- Engage in critical self-reflection to better inform practice and ongoing professional development in regard to psychological assessments.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility
- Leadership

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