PSYC20055 *Assessment: Child and Adolescent*
Term 1 - 2020

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.

Corrections

Unit Profile Correction added on 06-04-20
Assessment 2 has now been changed to an alternate form of assessment. Please see your Moodle site for details of the assessment.

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 explore and apply psychological tests suitable for children and adolescents; In particular, 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. 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 - 2020

- 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. **Online Quiz(zes)**
Weighting: 20%
2. **Practical Assessment**
Weighting: 40%
3. **Written Assessment**
Weighting: 40%

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 In-class student feedback

Feedback

Some students asked for more resources to help them with the administration of the Wechsler Intelligence Scale for Children-V administration (WISC-V) subtests.

Recommendation

Videos will be made available of a Wechsler Intelligence Scales for Children (WISC-V) assessment for students to view and learn from during term.

Feedback from In class feedback and questions

Feedback

Students suggested an in-class demonstration of the complete scoring process of the WISC-V.

Recommendation

Development of a scoring chart and generic scores, to go through the scoring procedure of the Wechsler Intelligence Scale for Children (WISC-V) alongside the students in class. This will aid students in their understanding of the scoring procedure and methodology.

Feedback from Have your say feedback

Feedback

Some students suggested making the assessment pieces available earlier in the term

Recommendation

The assessment pieces will be made available in week 1 -2 in the next year for students, helping students to complete their assessments on time, possibly during the term.

Feedback from Have your say feedback.

Feedback

Students wished to see an in-class demonstration of an assessment during their residential week.

Recommendation

Although feedback was positive, further enhancement of the students' learning process can be acquired by a live demonstration in class, during their residential week, of the WISC-V administration.

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. Demonstrate knowledge and familiarity with the use and purpose of various psychological tests.

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

| — | 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
1 - Online Quiz(zes) - 20%			●
2 - Practical Assessment - 40%	●	●	
3 - Written 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 - Online Quiz(zes) - 20%	○		○			○		
2 - Practical Assessment - 40%	○	○	○	○	○	○	○	
3 - Written Assessment - 40%	○	○	○		○	○	○	

Textbooks and Resources

Textbooks
PSYC20055

Prescribed

Foundations of behavioural, 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
PSYC20055

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
PSYC20055

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
PSYC20055

Supplementary

Essentials of Assessment Report Writing
2nd 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
PSYC20055

Supplementary

Publication manual of the American Psychological Association
Seventh edition (2019)
Authors: American Psychological Association
American Psychological Association
Washington , DC , United States
ISBN: 978-1-4338-3216-1
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).
The Publication Manual of the American Psychological Association has just been released (October 2019) so students are allowed to use the sixth edition during the year.

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
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Schedule

Week 1 - 09 Mar 2020

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

Week 2 - 16 Mar 2020

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

Week 3 - 23 Mar 2020

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

Week 4 - 30 Mar 2020

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

Week 5 - 06 Apr 2020

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

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

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 - 27 Apr 2020

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

Week 8 - 04 May 2020

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

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Online test	There are no additional readings this week	**Online Test**: Due: week 9, Wednesday 13 May 2020, 10:00 am AEST **Online Test** Due: Week 9 Wednesday (13 May 2020) 10:00 am AEST

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Administration of WISC-V	Readings will be provided at Residential	**Residential School- Campus Rockhampton - 18 May to 22 May 2020** Students will record their individual WISC-V assessment administration at the residential school. **Assessments (Assessment II: WISC-V written report) are to be submitted to Unit Coordinator by Friday 22 May 2020 5 pm AEST Administration of WISC-V** due: week 10, Friday 22 May 2020 5 pm AEST. **Administration of WISC-V** Due: Week 10 Friday (22 May 2020) 5:00 pm AEST **Assessment report** Due: Week 10 Friday (22 May 2020) 5:00 pm AEST

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Children with special needs: Case study	There are no additional readings this week Sattler (2014) - Review Section V in general and chapter 19 specifically	

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review week	There are no additional readings this week	

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 15 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

The compulsory Residential School will be held on Rockhampton campus in week 10 (18th to 22th May 2020). 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 Online Test

Assessment Type
Online Quiz(zes)

Task Description
This online test will be completed via Moodle.
The test will open at the designated time on the day of testing, and the duration of the test will be one hour. The test will automatically close when your time is up.
You will be tested on knowledge pertaining to readings, discussion and lecture content from this unit. The test will consist of multiple-choice questions, short-answer questions (1-2 sentences) and client scenarios (couple of paragraphs). You may utilise all course material throughout the test including personal material to aid you.
An Information Sheet will be posted in week 1 on Moodle and discussed further at that time.

Number of Quizzes
1

Frequency of Quizzes
Other

Assessment Due Date
Week 9 Wednesday (13 May 2020) 10:00 am AEST

Return Date to Students
Review/Exam Week Friday (12 June 2020)

Weighting
20%

Assessment Criteria
The online test will be marked out of 30 marks and is worth 20% of your overall unit grade.
The online test will be divided into:
- 10 multiple choice questions (1 mark each)
- Five short answer questions (2 marks each)
- Two client scenarios (5 marks each)

Referencing Style

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

Submission
Online

Submission Instructions
Quiz will automatically save and close

Learning Outcomes Assessed

- Demonstrate knowledge and familiarity with the use and purpose of various psychological tests.

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills

* Ethical and Professional Responsibility

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 10 Friday (22 May 2020) 5:00 pm AEST
Recordings will be saved on student OneDrive and shared with the Unit Coordinator for marking

Return Date to Students
Review/Exam Week Friday (12 June 2020)
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
- 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
* 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

3 Assessment report

Assessment Type
Written Assessment

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 Friday (22 May 2020) 5:00 pm AEST
Upload through Assessment portal on moodle

Return Date to Students
Week 12 Friday (5 June 2020)
Feedback will be uploaded through Moodle

Weighting
40%

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

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
- Demonstrate knowledge and familiarity with the use and purpose of various psychological tests.

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