



PSYC20055 *Assessment: Child and Adolescent*

Term 1 - 2022

Profile information current as at 14/12/2025 12:39 pm

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 10-03-22

This is a non-graded unit. As such only grades available for the unit will be PN or F.

The passing grades for Assessment 2 (Practical Assessment) is 50%, and the passing grade for assessment 3 (Written Assessment) is 50%.

Students will have to pass each assessment to obtain an overall Passing grade.

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 - 2022

- 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).

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. **Practical Assessment**

Weighting: 40%

2. **Online Quiz(zes)**

Weighting: 20%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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 Have your say feedback

Feedback

The practical application and report for the Wechsler Intelligence Scale for Children (WISC-IV) was practical and useful towards the internship

Recommendation

These two assessments will be retained in future offerings of this unit.

Feedback from Student feedback and Have your Say

Feedback

More access to the WISC-IV is needed to enhance learning

Recommendation

Access to the online Q-Interactive platform will be offered earlier in the term for students.

Feedback from Have your say

Feedback

The unit coordinator was flexible in his ordering of the lectures, as a results of students' requests and to aid students in their assessments. However, this changed the logical order in the assessment unit.

Recommendation

The sequence of lectures will be maintained in the next offering, so that the teaching uses a spiral curriculum, enhancing the learning opportunities for students.

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 drawn from specifications for study at level 9 as indicated by the Australian Qualifications Framework (AQF), program of study criteria as stated by the Psychology Board of Australia (PsychBA), and the following core competencies stated by the Australian Psychology Accreditation Council (APAC):

- 3.2 Apply evidence-based and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways,
- 3.4 Perform appropriate standardised psychological testing, as part of broader assessment, to assess and interpret aspects of functioning,
- 3.5 Identify psychological disorders using a recognised taxonomy,
- 3.6 Conduct professional interviews and assessments and synthesise information from multiple sources, including assessment of risk, to formulate a conceptualisation of the presenting issues to determine the most appropriate interventions, including management of risk, and
- 3.8 Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language (APAC, 2019, p.13-14)

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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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			

Textbooks and Resources

Textbooks

There are no required textbooks.

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Tom De Pauw Unit Coordinator

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Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the Behavioural, Social, and Clinical Assessment of Children		

Week 2 - 14 Mar 2022

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

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Intelligence Scale for Children (5th ed.) - Scoring & Interpretation	Resources this week will be posted on Moodle under week 3. <i>Supplementary: Sattler, Dumont & Coalson (2016) - chapter 4</i>	

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Residential school (North Rockhampton campus)	Additional resources will be posted to Moodle under week 4	Residential School- Campus Rockhampton - 28 March to 1 April 2022 Students will record their individual WISC-V assessment administration at the residential school. Administration of WISC-V Due: Week 4 Friday (1 Apr 2022) 5:00 pm AEST

Week 5 - 04 Apr 2022

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

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Conducting the Assessment Interview;
Clinical and Mental Health Tests

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Autism Assessments	Additional resources will be posted to Moodle under week 7	

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
ADHD Assessments	Additional resources will be posted to Moodle under week 8	

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Online test	There are no additional readings this week	Online Test Due: Week 9 Wednesday (11 May 2022) 8:00 am AEST

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Child assessments: cognitive, ability, achievement, behaviour		Assessment report Due: Week 10 Friday (20 May 2022) 5:00 pm AEST

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Children with special needs: Case study	There are no additional readings this week	

Week 12 - 30 May 2022

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

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 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 fictional client. You will receive a client vignette, including the subtests from the WISC-V that need to be administered.

Assessment Due Date

Week 4 Friday (1 Apr 2022) 5:00 pm AEST

Return Date to Students

Vacation Week Friday (15 Apr 2022)

Weighting

40%

Assessment Criteria

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 7th Edition \(APA 7th edition\)](#)

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

Graduate Attributes

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

2 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 (11 May 2022) 8:00 am AEST

Return Date to Students

Week 11 Friday (27 May 2022)

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 7th Edition \(APA 7th edition\)](#)

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

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 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 (20 May 2022) 5:00 pm AEST

Upload through Assessment portal on moodle

Return Date to Students

Week 12 Friday (3 June 2022)

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 7th Edition \(APA 7th edition\)](#)

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