



PSYC21001 Assessment 1

Term 1 - 2019

Profile information current as at 17/05/2024 02:49 pm

All details in this unit profile for PSYC21001 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 is part of the sequence of units that culminates in the degree of Master in Clinical Psychology. This unit is intended to provide basic knowledge in assessment research, theory and practice necessary for working as a Clinical Psychologist. Specifically this unit provides theory and practice of in clinical assessment selection and implementation and interpretation.

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

Academic Course = CG17

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

- Rockhampton

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: 30%

2. **Written Assessment**

Weighting: 20%

3. **Examination**

Weighting: 50%

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 Student feedback.

Feedback

Previous year's student feedback showed students wanted more in-class demonstrations of administration of psychological tests.

Recommendation

The teaching format was modified this year to combine didactic presentations with test administration demonstrations and practice. Recommend retaining this mixed format of class, with didactic presentations combined with test administration demonstrations and practice.

Feedback from Informal student feedback

Feedback

Assessment tasks could be more reflective of actual practice of clinical psychology, for example, sequential tasks of administering a test, scoring the test and interpreting the test data, then writing a report on the test would be good preparation for clinical practice.

Recommendation

Update assessment tasks to be sequential. Tasks should involve administering a test (e.g. WISC or WAIS), scoring the test and interpreting the test data, then writing a report on the test. Recommend replacing the final exam with an assignment to write a psychological assessment report.

Unit Learning Outcomes

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

1. Articulate and demonstrate theoretical, research and practice-based processes underpinning psychological assessment and its techniques.
2. Explain rationale for and demonstration of test selection, administration and interpretation.
3. Demonstrate an awareness of the major diagnostic classification systems in psychological assessment.
4. Interpret functional and assessment information in order to produce evidence-based formulations and client-friendly recommendations.
5. Compose informed, succinct, valid and well organised psychological reports that include formulations, and both normative and ipsative recommendations.
6. Critically reflect on practice as a way of informing and improving as a learner and as a clinical psychologist.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Practical Assessment - 30%	•	•				•
2 - Written Assessment - 20%		•	•	•	•	

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
3 - Examination - 50%			•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - Practical Assessment - 30%	○	○	○	○	○	○		
2 - Written Assessment - 20%	○	○	○	○	○	○	○	
3 - Examination - 50%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

PSYC21001

Prescribed

Clinical Interviewing

Edition: 6th edn (2016)

Authors: Sommers-Flanagan and Sommers-Flanagan

Wiley

New Jersey , USA

ISBN: 9781119215585

Binding: Paperback
PSYC21001

Prescribed

Essentials of WISC-V Assessment

Edition: 1 (2017)
Authors: Dawn P. Flanagan, Vincent C. Alfonso
Wiley
New Jersey , USA
ISBN: 978-1-118-98087-3
Binding: Paperback
PSYC21001

Prescribed

Handbook of Psychological Assessment

Edition: 6th edn (2016)
Authors: Gary Groth-Marnat
Wiley
New Jersey , USA
ISBN: 978-0-470-08358-1
Binding: Hardcover
PSYC21001

Supplementary

Essentials of Assessment Report Writing

Edition: 1 (2004)
Authors: Elizabeth O. Lichtenberger, Nancy Mather, Nadeen L. Kaufman and Alan S. Kaufman
Wiley
New Jersey , USA
ISBN: 978-0-471-39487-7
Binding: Paperback
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Supplementary

Essentials of WAIS-IV Assessment

Edition: 2 (2012)
Authors: Elizabeth O. Lichtenberger, Alan S. Kaufman
Wiley
New Jersey , USA
ISBN: 978-1-118-27188-9
Binding: Paperback
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Supplementary

Publication Manual of the American Psychological Association (APA)

Edition: 6
Authors: APA
American Psychological Association.
ISBN: 1433805618
Binding: Paperback

Additional Textbook Information

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

[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

Claire Thompson Unit Coordinator

c.l.thompson@cqu.edu.au

Carol Keane Unit Coordinator

c.keane@cqu.edu.au

Schedule

Week 1 - Lecture 1 - 15 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Overview of Assessment 1 Unit Introduction to assessment Selecting psychological tests	Handbook of Psychological Assessment 6th Edition (2016) Authors: Gary Groth-Marnat & A. Jordan Wright. Wiley, New Jersey, USA ISBN 978-0-470-08358-1 Chapter Ch. 1 & 2. Readings on Moodle	Lecture: 9 a.m. – 12 noon Friday

Week 1 - Lecture 2 - 15 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Concept of Intelligence Intelligence testing WAIS introduction	Groth-Marnat, Ch. 5 Essentials of WAIS-IV Assessment, 2nd edition (2012) Authors: Lichtenberger & Kaufman Wiley, New Jersey, USA ISBN 978-1-118-27188-9 Chapter 1. Readings on Moodle	Lecture: 1.00 p.m. – 4.00 p.m. Friday

Week 2 - Lecture 3 - 22 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
WAIS-IV: administration and scoring	Lichtenberger & Kaufman, Ch. 2 & 3. Readings on Moodle	Lecture 9 a.m. – 12 noon Friday.

Week 2 - Lecture 4 - 22 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
WISC Introduction	WISC manual. Essentials of WISC-V Assessment Authors: Flanagan & Alfonso Wiley, New Jersey, USA ISBN 978-1-118-98087-3 Chapters 1 & 2.	Lecture: 1.00 p.m. – 4.00 p.m. Friday

Week 3 - Lecture 5 - 29 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
WISC: administration and scoring	Flanagan & Alfonso Chapters 3 & 4.	Lecture 9 a.m. – 12 noon Friday

Week 3 - Lecture 6 - 29 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Behaviour assessment using rating scales BASC & Connors	Groth-Marnat: Chapter 4.	Lecture: 1.00 p.m. – 4.00 p.m. Friday

Week 4 - Lecture 7 - 05 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
WIAT Introduction & administration		Lecture 9 a.m. – 12 noon Friday WAIS Administration and Scoring Due: Week 4 Friday (5 Apr 2019) 5:00 pm AEST

Week 5 - Lecture 8 - 12 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
WIAT Scoring WISC & WIAT cross-battery test interpretation	Flanagan & Alfonso: Chapter 7.	Lecture 9 a.m. – 12 noon Friday

Vacation Week - 19 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - No Lecture - 26 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - Lecture 9 - 03 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Memory Scale (WMS) & Children's Memory Scale (CMS)	Groth-Marnat: Chapter 6.	Lecture 9 a.m. – 12 noon Friday WISC-V and WIAT-III Interpretation & Formulation Due: Week 7 Friday (3 May 2019) 11:45 pm AEST

Week 8 - Lecture 10 - 10 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of ASD with the ADI-R		Lecture 9 a.m. – 12 noon Friday

Week 9 - Lecture 11 - 17 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of ASD with the ADOS-2		Lecture 9 a.m. – 12 noon Friday

Week 10 - No Lecture - 24 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 11 - Lecture 12 - 31 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Revision Discussion of exam requirements		Lecture 9 a.m. – 12 noon Friday

Week 12 - No Lecture - 07 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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The exam will be held in the official exam period

Exam Week - 17 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

The exam will be held in the official exam period

Term Specific Information

Assessment 1 will be taught by Carol Keane. The schedule starts with intensive teaching so that students may be introduced to the tests that they will be using in their placement in the Wellness Centre.

Assessment Tasks

1 WAIS Administration and Scoring

Assessment Type

Practical Assessment

Task Description

This assessment is designed to give students the opportunity to administer the WAIS-IV to a volunteer and score the WAIS-IV. This assessment is designed to assess the student's ability to administer and score a standardised assessment tool that is commonly used in clinical practice. Accurate scoring of a standardised assessment tool such as the WAIS-IV is a core competency for a Clinical Psychologist. In weeks 3 and 4 students will find a volunteer examinee to administer the WAIS-IV to. The volunteer should be at least 18 years of age and not the student's own parent or child or a fellow student from the program. The examinee should be advised that the assessment will not result in a reliable IQ score being provided to them. You will conduct the assessment in the Psychology Wellness Centre under the supervision of a member of staff and record it on Indigovision. You will score the test each aspect of the WAIS-IV Record Form will be completed (i.e. individual subtests, raw score to standard score conversion, calculation of Index Scores). You will submit their video recording, WISC-V scoring, and reflection paper via Moodle.

Assessment Due Date

Week 4 Friday (5 Apr 2019) 5:00 pm AEST

Administer test by Friday of week 4. Upload recording and record form to Moodle by Friday of Week 5.

Return Date to Students

Week 6 Friday (26 Apr 2019)

Via Moodle

Weighting

30%

Minimum mark or grade

50/100

Assessment Criteria

Marking criteria: Administration = 80%, scoring = 20%. The mark out of 100 will be pro-rated to represent 30% of your final grade for this unit.

You must obtain a mark of 50% or higher to pass this assessment task. Note that you must obtain 80% or higher on this assessment before you will be permitted to administer cognitive assessments to clients in the Wellness Centre. Students who do not attain the required marks will be given an opportunity to resit the task, however the mark awarded for this piece of assessment will then be capped at 50%.

Referencing Style

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

Submission

Offline Online

Submission Instructions

Administer test under supervision and upload documents to Moodle.

Learning Outcomes Assessed

- Articulate and demonstrate theoretical, research and practice-based processes underpinning psychological assessment and its techniques.
- Explain rationale for and demonstration of test selection, administration and interpretation.
- Critically reflect on practice as a way of informing and improving as a learner and as a clinical psychologist.

Graduate Attributes

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

2 WISC-V and WIAT-III Interpretation & Formulation

Assessment Type

Written Assessment

Task Description

This assessment is aimed at giving students the opportunity to interpret WISC-V scores and WIAT-III scores and integrate test interpretation and client history into formulations of clients. The assignment will focus on addressing knowledge and skills related to psychological assessment and evaluation by asking students to respond to a hypothetical case study. Students will be provided with a case study in Week 5. The case information will include background information, test behaviour, and test scores (including WISC-V and WIAT-III). Students will be required to prepare a well-written report detailing the following information (all equally weighted): A written interpretation of the test data provided using the 7 Step Model of formulation incorporating the test interpretation with the case material and recommendations for further assessment or intervention.

Because the assignment is in the format of a Client Assessment Report, there is no word length specified. Students should use their clinical judgement to decide on the length and format of the report. The Wellness Centre report template may be used for this task.

Assessment Due Date

Week 7 Friday (3 May 2019) 11:45 pm AEST

Upload your report to Moodle by Friday of week 7.

Return Date to Students

Week 9 Friday (17 May 2019)

Via Moodle

Weighting

20%

Minimum mark or grade

50/100

Assessment Criteria

Interpretation 40% Formulation 30% Hypotheses and Recommendations 20% Report Writing 10%. The full marking criteria are on Moodle. This assessment task is marked out of 100 and is pro-rated to contribute 20% of your final grade for this unit.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain rationale for and demonstration of test selection, administration and interpretation.
- Demonstrate an awareness of the major diagnostic classification systems in psychological assessment.
- Interpret functional and assessment information in order to produce evidence-based formulations and client-friendly recommendations.
- Compose informed, succinct, valid and well organised psychological reports that include formulations, and both normative and ipsative recommendations.

Graduate Attributes

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

Examination**Outline**

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

50%

Length

180 minutes

Minimum mark or grade

50/100

Exam Conditions

Open Book.

Materials

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Calculator - non-programmable, no text retrieval, silent only

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