PSYC21001 *Assessment 1*
Term 1 - 2020

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.

Corrections

Unit Profile Correction added on 01-06-20

Assessment task 1 for this unit has required the following changes due to COVID-19 restrictions:

1. Change administration task from traditional paper and pencil delivery to use of Q-interactive (iPad administration).
2. Additional administration adjustments made to Q-interactive delivery to ensure appropriate physical distancing measures.
3. Test administered is changed from WAIS-IV (adult) to WISC-V (child) because child assessments will be priority in clinical placement.
4. The marking rubric retains the same format as originally indicated for this assessment task, with appropriate adjustments for the change of test administered. The weighting and pass mark for this task remains unchanged.
5. The self-reflection hurdle requirement has also been retained.
6. The due date for this assessment task has been amended to Week 14 Thursday 18th June at 12 pm.

Unit Profile Correction added on 01-06-20

COVID-19 physical distancing restrictions have necessitated postponement of all assessment tasks for this unit. Each of the assessment items for this unit required access to and engagement with psychometric assessment test materials, which became inaccessible to students at the outset of COVID-19 restrictions. In the ensuing months, appropriate hygiene and physical distancing protocols have been put in place at the Psychology Wellness Centre and technology enhanced adjustments (Telehealth and Q-Interactive) have been implemented to facilitate online teaching of a unit requiring considerable face-to-face contact with students. Consequently, it has been possible to reinstate one of the four assessment tasks for this unit to be completed prior to end of term (Assessment task 1 will be completed by Week 14 Thursday 18th June at 12 pm.), with additional plans now in place for gradual completion of the remaining assessment tasks for this unit over the coming months. The due dates for Assessment tasks 2, 3, and 4 will be extended and students will be afforded flexibility around submission of these outstanding tasks. All student enrolled in this unit have been kept apprised of these evolving developments and have been advised they will receive a PO grade at the end of Term 1 2020, with an understanding this grade will be adjusted appropriately at such time as they complete the remaining tasks.

General Information

Overview

This unit is intended to provide you with knowledge and skill acquisition at Australian Psychology Accreditation Council (APAC) Accreditation Standards Level 4, which represents professional and specialised areas of practice competencies necessary for working as a Clinical Psychologist. Specifically, this unit aims to build your competency in theoretically informed selection, administration, interpretation, and integration of standardised psychological testing into broader clinical assessment of cognition, memory and neurodevelopment. You will build knowledge and skills specific to culturally-responsive reflective practice approaches to psychological assessment.

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

- 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: 40%
2. **Written Assessment**
Weighting: 30%
3. **Direct observation of procedural skills (DOPs)**
Weighting: 15%
4. **Learning logs / diaries / Journal / log books**
Weighting: 15%

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.

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 Collated student feedback

Feedback

The unit is content heavy and method of delivery in lectures did not accommodate individual learning styles of students

Recommendation

The learning from this unit heavily informs real-world practical application of standardised psychological testing. It is therefore imperative that a strong knowledge foundation is gained to support practice competency. However, it is recommended that flexible mode of teaching be considered to better support student engagement with required content.

Feedback from Collated student feedback and informal discussion

Feedback

More practical demonstration of scoring and assessment administration

Recommendation

Additional practical demonstration cannot be included in class time as this would reduce the number of psychological assessment tests that are covered in this unit. Recommend developing additional resources, e.g. pre-recorded administrations for students to view in their own time.

Feedback from Collated student feedback

Feedback

Assessment pieces were well integrated and feedback on assessments was useful and facilitated demonstrable improvement

Recommendation

Retain assessment structure and process. Continue to provide formative feedback on assessment tasks.

Feedback from Student feedback and informal discussion

Feedback

Request for clearer understanding of how the unit links to requirements of Australian Psychology Accreditation Council (APAC) accreditation

Recommendation

Recommend unit profile contains clear guidance of how the unit learning outcomes link to the associated course learning outcome and the specific Australian Psychology Accreditation Council (APAC) accreditation standards that most directly link to the unit.

Feedback from Psychology and Public Health Course Committee

Feedback

Identify that all unit profiles have been updated for 2020 to reflect the new accreditation guidelines

Recommendation

This unit has been updated for 2020 to reflect the new Australian Psychology Accreditation Council (APAC) accreditation guidelines.

Unit Learning Outcomes

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

1. Critically apply theoretical knowledge and a culturally-responsive scientist-practitioner approach to standardised psychological testing, as situated within the context of comprehensive psychological assessment
2. Justify and effectively communicate evidence-based interpretation, integration and synthesis of assessment data in oral and written format
3. Demonstrate competency for critically reflective and culturally-sensitive practice in standardised psychological assessment processes.

These Learning Outcomes are intended to link with the CG17 Master of Clinical Psychology course Learning Outcome "Conduct culturally responsive assessment of psychological disorders to meet the needs of culturally and linguistically diverse populations, including Aboriginal and Torres Strait Islander peoples" (Learning Outcome number 3).
The PSYC21001 Learning Outcomes align with the 2019 Australian Psychology Accreditation Council (APAC) Accreditation Standards for Level 4 Graduate Competencies specific to assessment in clinical psychology; 4.2.1.i, 4.2.2.i, 4.2.2.ii, and 4.2.2.iii.

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 - Practical Assessment - 40%	●		
2 - Written Assessment - 30%	●	●	
3 - Direct observation of procedural skills (DOPs) - 15%		●	●
4 - Learning logs / diaries / Journal / log books - 15%			●

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	∘		∘

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - 40%	○		○			○		
2 - Written Assessment - 30%	○	○	○	○		○		
3 - Direct observation of procedural skills (DOPs) - 15%		○	○	○	○	○		
4 - Learning logs / diaries / Journal / log books - 15%		○			○	○		

Textbooks and Resources

Textbooks
PSYC21001

Prescribed

Clinical Interviewing
6th Edition (2016)
Authors: Sommers-Flanagan & Sommers-Flanagan
Wiley
New Jersey , USA
ISBN: 978-1-119-21558-5
Binding: Paperback
PSYC21001

Prescribed

Foundations of Behavioral, Social, and Clinical Assessment of Children
6th Edition (2014)
Authors: Sattler, J. M.
Jerome M. Sattler Publisher Inc
La Mesa , USA
ISBN: 978-0-970-26712-2
Binding: Hardcover
PSYC21001

Prescribed

Handbook of Psychological Assessment
6th Edition (2016)
Authors: Groth-Marnat, G.
Wiley
New Jersey , USA
ISBN: 978-0-470-08358-1
Binding: Hardcover
PSYC21001

Prescribed

Neuropsychological Assessment
5th Edition (2012)
Authors: Lezak, M., Howieson, D., Bigler, E., & Tranel, D.
Oxford University Press
Oxford , UK
ISBN: 978-0-195-39552-5
Binding: Hardcover
PSYC21001

Supplementary

Essentials of Assessment Report Writing
2nd Edition (2018)
Authors: Lichtenberger, E. O., Mather, N., Kaufman, N.L., & Kaufman, A. S.
Wiley
New Jersey , USA
ISBN: 978-1-119-21868-5
Binding: Paperback
PSYC21001

Supplementary

Essentials of WAIS-IV Assessment
2nd Edition (2012)
Authors: Lichtenberger, E.O., & Kaufman, A. S.
Wiley
New Jersey , USA
ISBN: 978-1-118-27188-9
Binding: Paperback
PSYC21001

Supplementary

Essentials of WISC-V Assessment
1st Edition (2017)
Authors: Dawn P. Flanagan, Vincent C. Alfonso
Wiley
New Jersey , USA
ISBN: 978-1-118-98087-3
Binding: Paperback

Additional Textbook Information
Note: The prescribed and supplementary text books apply for both Term 1 PSYC21001 (Assessment I) and Term 2 PSYC21002 (Assessment II) units. The supplementary texts are also available as e-books.
Copies are available for purchase 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
Matthew Condie Unit Coordinator
m.condie@cqu.edu.au

Schedule

Week 1 - Lecture 1 - 12 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Overview of Assessment 1 Unit Introduction to assessment Selecting psychological tests Indigenous and cultural awareness as it applies to psychological assessment - this will be incorporated throughout each topic in this unit	Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment.* (6th Ed.). Hoboken, N.J: John Wiley & Sons, Inc. Chapters 1 & 2	Lecture: 1.00 p.m. - 4.00 p.m. Thursday

Week 1 - Lecture 2 - 13 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Concept of intelligence Intelligence testing WAIS introduction	Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment. (6th Ed.).* Hoboken, N.J: John Wiley & Sons, Inc. Chapter 5 Lichtenberger, E. O., & Kaufman, A. S. (2012). *Essentials of WAIS-IV assessment.* (2nd Ed.) Hoboken, N.J: Wiley. Chapter 1	Lecture: 1.00 p.m. – 4.00 p.m. Friday

Week 2 - Lecture 3 - 19 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
WAIS-IV: administration and scoring	Lichtenberger, E. O., & Kaufman, A. S. (2012). *Essentials of WAIS-IV assessment.* (2nd Ed.) Hoboken, N.J: Wiley. Chapters 2 & 3	Lecture: 1.00 p.m. - 4.00 p.m. Thursday

Week 2 - Lecture 4 - 20 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
WISC introduction	Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V Assessment.* Hoboken, N.J: Wiley. Chapters 1 & 2.	Lecture: 1.00 p.m. – 4.00 p.m. Friday

Week 3 - Lecture 5 - 26 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
WISC: administration and scoring Cross-unit PBL	Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V Assessment.* Hoboken, N.J: Wiley. Chapters 3 & 4.	Lecture: 1.00 p.m. - 4.00 p.m. Thursday

Week 3 - Lecture 6 - 27 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
WIAT introduction & administration Cross-unit PBL	There are no specified chapters for this week. Additional readings will be placed on Moodle as required.	Lecture: 1.00 p.m. – 4.00 p.m. Friday

Week 4 - Lecture 7 - 02 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
WIAT scoring WISC & WIAT cross-battery test interpretation	Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V Assessment.* Hoboken, N.J: Wiley. Chapter 7.	Lecture: 1.00 p.m. - 4.00 p.m. Thursday Assessment Task 1 WAIS-IV administration and Scoring: WAIS-IV administration will be conducted during scheduled times this week on either Mon 30/3, Tue 31/3 or Thur 2/04.

Week 4 - Lecture 8 - 03 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Behaviour assessment using rating scales BASC and Connors	Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment. (6th Ed.).* Hoboken, N.J: John Wiley & Sons, Inc. Chapter 4.	Lecture: 1.00 p.m. – 4.00 p.m. Friday

Week 5 - No Lecture - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
		WAIS-IV Administration and Scoring Due: Week 5 Wednesday (8 Apr 2020) 12:00 pm AEST

Week 6 - Lecture 9 - 23 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Memory Scale (WMS) Wide Range Assessment of Memory & Learning (WRAML-2)	Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment. (6th Ed.).* Hoboken, N.J: John Wiley & Sons, Inc. Chapter 6.	Lecture: 1.00 p.m. - 4.00 p.m. Thursday

Week 7 - NO Lecture (Psychopharmacology Workshop) - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
		WISC-V, WIAT-III, WRAML-2 Interpretation & Formulation Due: Week 7 Wednesday (29 Apr 2020) 12:00 pm AEST

Week 8 - Lecture 10 - 07 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of ASD with the ADI-R	Resources in Psychology Wellness Centre (CQU) There are no specified chapters for this week. Additional readings will be placed on Moodle as required.	Lecture: 1.00 p.m. - 4.00 p.m. Thursday

Week 9 - Lecture 11 - 14 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of ASD with the ADOS-2	Resources in Psychology Wellness Centre (CQU) There are no specified chapters for this week. Additional readings will be placed on Moodle as required.	Lecture: 1.00 p.m. - 4.00 p.m. Thursday

Week 10 - No Lecture - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 11 - Lecture 12 - 28 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

| Revision | | Lecture: 1.00 p.m. - 4.00 p.m. Thursday
Assessment task 3 WAIS-IV feedback (DOPS): WAIS-IV feedback must be completed by Friday 29th May 12pm and the recording must be stored as indicated in the details provided under Assessments (Assessment Task 3) in this unit profile. |

Week 12 - NO lecture - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Learning Log and reflection task Due: Week 12 Friday (5 June 2020) 12:00 pm AEST

Review/Exam Week - No exam - 24 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - No Exam - 25 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Assessment 1 will be taught by Dr Carol Keane. The schedule starts with intensive teaching (i.e. 2 x lectures/week for weeks 1 - 4). This is 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-IV Administration and Scoring

Assessment Type
Practical Assessment

Task Description
This assessment is designed to give you the opportunity to administer the WAIS-IV to a volunteer and score the WAIS-IV. This assessment aims to assess the your 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.
During allocated time-slots in Week 4, you will administer the WAIS-IV to a volunteer participant who will act as the examinee. The examinee will 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 direct supervision of a member of staff who will assess your administration competency in 'real-time'. The administration will also be recorded on Indigovision for review purposes.
You will also score each aspect of the test and the WAIS-IV Record Form will be completed (i.e. individual subtests, raw score to standard score conversion, calculation of Index Scores). You are also required to submit a brief self-reflection (maximum one-page) about the administration process, including identified areas that may need a little more focused practice.
You will submit your completed WAIS-IV scoring and a one-page process self-reflection paper via Moodle by 12:00pm Week 5 Wednesday 8th April 2020.

Assessment Due Date
Week 5 Wednesday (8 Apr 2020) 12:00 pm AEST
WAIS-IV Scoring and Self-reflection paper (WAIS-IV administration will be conducted during Week 4)

Return Date to Students
Week 7 Wednesday (29 Apr 2020)
Via Moodle and discussed with each student individually for formative feedback related to Assessment task 3

Weighting
40%

Minimum mark or grade
50/100

Assessment Criteria
The assessment task marks will be weighted in the following manner:

- Administration = 80 marks

- Scoring = 20 marks

- NOTE: the total mark out 100 will then be pro-rated to represent 40% of your final grade for this unit

The self-reflection is a non-weighted hurdle requirement.
You must obtain a mark of 50/100 or higher to pass this assessment task.
A more detailed marking criteria template for the administration component will be posted on Moodle from the commencement of term. This document is a detailed 7-page template, which has been developed in accordance with the requirements for valid standardised WAIS-IV administration as stipulated by the test publishers. Scoring competency will be assessed according to accuracy of adherence to publisher specified protocol outlined in WAIS-IV test kit manual.

Referencing Style

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

Submission
Offline Online

Submission Instructions
Administration of test under direct supervision and and upload documents to Moodle

Learning Outcomes Assessed

- Critically apply theoretical knowledge and a culturally-responsive scientist-practitioner approach to standardised psychological testing, as situated within the context of comprehensive psychological assessment

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility

2 WISC-V, WIAT-III, WRAML-2 Interpretation & Formulation

Assessment Type
Written Assessment

Task Description
Assessment Task 2 requires you to respond to a hypothetical case study and demonstrate competency in knowledge and skills related to psychological assessment and evaluation, which are required for generation of a psychological assessment report. Specifically, you will be required to a) interpret WISC-V scores, WIAT-III scores, and WRAML-2 scores, b) integrate test interpretation and client history into formulations, c) present differential diagnosis, and d) provide opinions and recommendations for the client based on the testing outcomes.
You will be provided with a case study in Week 4. The case information will include background information, test behaviour, and test scores (including WISC-V, WIAT-III, and WRAML-2). Following the 7 Step Model of Formulation (Flanagan & Alfonso, 2017) you will be required to prepare a well-written integrated assessment report based on the case information and their test score interpretation. De-identified exemplars of assessment reports will be provided as a guide for formatting.
The assignment is in the format of a Client Assessment Report, as such, there is no word length specified; however, you are encouraged to use your clinical judgement to decide on the length and format of the report to ensure the end product is a concise and cohesive narrative.
You will submit your report via Moodle in Week 7 on Wednesday 29th April 2020 at 12:00 pm.

Assessment Due Date
Week 7 Wednesday (29 Apr 2020) 12:00 pm AEST
Submit to Moodle

Return Date to Students
Week 10 Friday (22 May 2020)
Via Moodle and general feedback in class (Week 11)

Weighting
30%

Minimum mark or grade
50/100

Assessment Criteria
The assessment task marks will be weighted in the following manner:

- Interpretation = 40 marks

- Formulation = 30 marks

- Hypotheses and Recommendations = 20 marks

- Quality of report writing = 10 marks

NOTE: the total mark out 100 will then be pro-rated to represent 30% of your final grade for this unit.
You must obtain a mark of 50/100 or higher to pass this assessment task.
A detailed marking criteria will be available on Moodle from the commencement of term.

Referencing Style

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

Submission
Online

Submission Instructions
Submit to Moodle

Learning Outcomes Assessed

- Critically apply theoretical knowledge and a culturally-responsive scientist-practitioner approach to standardised psychological testing, as situated within the context of comprehensive psychological assessment
- Justify and effectively communicate evidence-based interpretation, integration and synthesis of assessment data in oral and written format

Graduate Attributes

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

3 WAIS-IV Feedback

Assessment Type
Direct observation of procedural skills (DOPs)

Task Description
Clear and accurate communication of assessment outcomes in a engaging and client-centred manner is a key competency that completes the psychological assessment process. The purpose of Assessment Task 3 is to assess your competency in the skills required to deliver feedback of standardised assessment outcomes, opinions and recommendations to a client.
Assessment Task 3 will involve a 15 minute feedback session with the same volunteer who acted as the WAIS-IV examinee for Assessment Task 1. Where possible the feedback session will be directly observed; however, the session will also be recorded on Indigovision for review purposes.
Prior to the delivery of feedback to your WAIS-IV volunteer, you will be required to interpret the scoring from Assessment Task 1 and consider the best-practice for feedback of the testing outcome to the volunteer. As Interpretation and Formulation is formally assessed in Assessment Task 2, you will not be assessed on these skills again in Assessment Task 3; however, to ensure all volunteers are provided with accurate information during the feedback session, each student will be required to arrange a 15 minute 'check-in' session with a supervisor (TBA) during Week 9 to confirm interpretation accuracy. Further information about the logistics of these 'check-in' sessions will be discussed during the introductory lecture in Week 1.
All feedback sessions to volunteers MUST be completed the end of Week 11 Friday 29th May 2020.

Assessment Due Date
Week 11 Friday (29 May 2020) 6:00 pm AEST
Recording of session saved in designated student folder in Psychology Wellness Centre drive

Return Date to Students
Exam Week Friday (19 June 2020)
Via Moodle

Weighting
15%

Assessment Criteria
The assessment task marks will be weighted in the following manner:

- Session open = 5 marks

- Feedback = 5 marks

- Session close = 5 marks

- NOTE: the total mark out 15 will represent 15% of your final grade for this unit

You must obtain a mark of 7.5/15 or higher to pass this assessment task.

Referencing Style

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

Submission
No submission method provided.

Learning Outcomes Assessed

- Justify and effectively communicate evidence-based interpretation, integration and synthesis of assessment data in oral and written format
- Demonstrate competency for critically reflective and culturally-sensitive practice in standardised psychological assessment processes.

Graduate Attributes

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

4 Learning Log and reflection task

Assessment Type
Learning logs / diaries / Journal / log books

Task Description
Competency in administration of standardised psychometric tests requires practice and active engagement with the test materials. It is also important to have self-insight into areas of vulnerability within the administration of protocols (e.g. when and how to apply discontinue rules) and with the scoring and interpretation of responses.
Assessment Task 4 requires you to keep a documented record of active engagement with each of the testing protocols that are taught as part of this unit. You are also required to provide a brief summary (dot points) of self-identified areas of 'things I need to watch out for' specific to administration, scoring and interpretation for each of the testing protocols taught during this unit. In addition, each reflection entry is to include a comment on specific Indigenous and cultural awareness considerations/adjustments that may apply.
A logbook template will be provided for you on Moodle at the commencement of term. You will complete one logbook and reflection entry for each of the following 5 protocols:
1. WISC-V
2. WIAT-III
3. WMS-IV or WRAML-2
4. ADI-R
5. ADOS-2 Module 3&4
It is important that you are familiar with each of the 5 protocols listed above <u>before</u> you use them with a client. As such, your logbook should be a reflection of early engagement with the testing protocols using a class-mate as the examinee.
A copy of your scoring template is to be uploaded to Moodle along with the learning log/reflection.
WAIS-IV administration, scoring and self-reflection has been assessed in Assessment Task 1 so it is not included in Assessment Task 4.

Assessment Due Date
Week 12 Friday (5 June 2020) 12:00 pm AEST
Submitted to Moodle

Return Date to Students
Exam Week Friday (19 June 2020)
Competency certificate for Memory assessment administration and scoring

Weighting
15%

Assessment Criteria
The assessment task marks will be weighted in the following manner:
Log Book = 5 marks (1 mark for each of the 5 protocols)
Self-reflection for each of the 5 protocols = 10 marks total (2 marks/protocol)
NOTE: the total mark out 15 will represent 15% of your final grade for this unit
Competency for the Memory assessment will be ascertained in a consistent manner to that which was used for determining WAIS-IV competency, i.e. adherence to the standardised protocol at a level of >=80% accuracy.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline Online

Submission Instructions
Upload to Moodle and Wellness Centre drive

Learning Outcomes Assessed

- Demonstrate competency for critically reflective and culturally-sensitive practice in standardised psychological assessment processes.

Graduate Attributes

- Communication
- Self-management
- Ethical and Professional Responsibility

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