



PSYC21001 Assessment 1

Term 1 - 2022

Profile information current as at 26/05/2022 08:36 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 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 - 2022

- 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. **Written Assessment**

Weighting: 30%

2. **Direct observation of procedural skills (DOPs)**

Weighting: 15%

3. **Practical Assessment**

Weighting: 40%

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](#).

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 Collated student feedback.

Feedback

Students reported that some elements of the written Assessment Task did not align with their learning and stage of professional development.

Recommendation

The unit coordinator will modify the types of tests selected for the relevant Assessment Task, to be aligned with students' stage of professional development and with the internal clinical placement.

Feedback from Collated student feedback.

Feedback

Students reported that some elements of the Reflective Log Assessment Task did not appear to align with unit content.

Recommendation

The teaching team will review this Assessment Task.

Feedback from Collated student feedback.

Feedback

Students stated that they would like more practical demonstration of scoring and assessment as they found this useful to support their learning.

Recommendation

The unit coordinator will incorporate more demonstration and practice of administration, scoring and interpretation of tests during scheduled lecture time.

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



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	○		○
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

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

Prescribed

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

Prescribed

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

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

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Supplementary

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

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

For further information, see the Assessment Tasks.

Teaching Contacts

Matthew Condie Unit Coordinator

m.condie@cqu.edu.au

Schedule

Week 1 - Lecture 1: Overview of Assessment 1 and the concept of intelligence. - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Overview & Introduction of Assessment 1 Unit. Concept of intelligence & intelligence testing.	Groth-Marnat, G., & Wright, A. J. (2016). <i>Handbook of psychological assessment</i> . (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: Wechsler Intelligence Scale for Children: 5th Edition - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Intelligence Test for Children: 5th Edition	Groth-Marnat, G., & Wright, A. J. (2016). <i>Handbook of psychological assessment</i> . (6th Ed.). Hoboken, N.J: John Wiley & Sons, Inc. Chapter 5	Lecture: 1.00 p.m. - 4.00 p.m. Friday Students will have the opportunity in class to build confidence and competence in the administration, scoring & interpretation of the core subtests on the WISC-V.
WISC-V Part 1: Overview & Theory.	Lichtenberger, E. O., & Kaufman, A. S. (2012). <i>Essentials of WAIS-IV assessment</i> . (2nd Ed.) Hoboken, N.J: Wiley. Chapter 1	

Week 2 - Lecture 3: Wechsler Intelligence Scale for Children: 5th Edition. - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Wechsler Intelligence Test for Children: 5th Edition
WISC-V Part 2: Administration, scoring & interpretation.

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.
Thursday
Students will have the opportunity in class to build confidence and competence in the administration, scoring & interpretation of the core subtests on the WISC-V.

Week 2 - Lecture 4: Wechsler Intelligence Scale for Children: 5th Edition. - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Intelligence Test for Children: 5th Edition WISC-V Part 3: Administration, scoring & interpretation.	Flanagan, D. P., & Alfonso, V. C. (2017). <i>Essentials of WISC-V Assessment</i> . Hoboken, N.J: Wiley. Chapters 3 & 4.	Lecture: 1.00 p.m. - 4.00 p.m. Friday Students will have the opportunity in class to build confidence and competence in the administration, scoring & interpretation of the core subtests on the WISC-V.

Week 3 - Lecture 5: Wechsler Individual Achievement Test: 3rd Edition. - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Individual Achievement Test: 3rd Edition WIAT-III Part 1: Theory & Overview.	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 Students will have the opportunity in class to build confidence and competence in the administration, scoring & interpretation of the core subtests on the WIAT-III.

Week 3 - Lecture 6: Wechsler Individual Achievement Test: 3rd Edition. - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Individual Achievement Test: 3rd Edition WIAT-III Part 2: Administration, scoring & interpretation.	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 Students will have the opportunity in class to build confidence and competence in the administration, scoring & interpretation of the core subtests on the WIAT-III.

Week 4 - Lecture 7: Wechsler Adult Intelligence Scale: 4th Edition. - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Adult Intelligence Scale: 4th Edition WAIS-IV: Administration, scoring & interpretation.	Lichtenberger, E. O., & Kaufman, A. S. (2012). <i>Essentials of WAIS-IV assessment</i> . (2nd Ed.) Hoboken, N.J: Wiley. Chapters 2 & 3	Lecture: 1.00 p.m. - 4.00 p.m. Thursday

Week 5 - Lecture 8: Behaviour assessment using rating scales & cross battery interpretation. - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Behaviour assessment using rating scales & cross battery interpretation. • Behavior Assessment Scale for Children (BASC) - 3rd Edition. • Conners - 3rd Edition.	Groth-Marnat, G., & Wright, A. J. (2016). <i>Handbook of psychological assessment</i> . (6th Ed.). Hoboken, N.J: John Wiley & Sons, Inc. Chapter 4. Behavior Assessment Scale for Children (BASC) - 3rd Edition Manual. Conners - 3rd Edition Manual.	Lecture: 1.00 p.m. - 4.00 p.m. Thursday

Week 6 - Lecture 9: Tests of attention. - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Tests of Attention

- A Developmental NEuroPSYchological Assessment (NEPSY)

Diagnostic Interview for ADHD in adults (DIVA)

- The Test of Everyday Attention (TEA)

Additional readings will be placed on Moodle as required.

- A Developmental NEuroPSYchological Assessment (NEPSY) Manual.

Diagnostic Interview for ADHD in adults (DIVA) Manual.

- The Test of Everyday Attention (TEA) Manual.

Lecture: 1.00 p.m. - 4.00 p.m.

Thursday

Assessment task 1 is due at 11:55pm AEST this Thursday.

Psychological assessment, formulation & report: WISC-V, WIAT-III & Behavioural scales. Due: Week 6 Thursday (21 Apr 2022) 11:55 pm AEST

Week 7 - Lecture 10: Non-verbal scales of ability. - 25 Apr 2022**Module/Topic****Chapter****Events and Submissions/Topic****Non-verbal scales of ability**

- Wechsler Non-Verbal Scale of Ability (WNV)
- The Test of Nonverbal Intelligence - 4th Edition (TONI-4)

- Wechsler Non-Verbal Scale of Ability (WNV) Manual

- The Test of Nonverbal Intelligence - 4th Edition (TONI-4) Manual

Lecture: 1.00 p.m. - 4.00 p.m.

Thursday

Week 8 - Lecture 11: Specific Learning Disorders. - 02 May 2022**Module/Topic****Chapter****Events and Submissions/Topic****Specific Learning Disorders**

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 - Assessment Task 2: Feedback Sessions. - 09 May 2022**Module/Topic****Chapter****Events and Submissions/Topic**

There is no scheduled lecture this week.

Assessment Task 2: Feedback session conducted in class.

There is no scheduled lecture this week. However, time will be dedicated from 1:00 pm - 4:45 pm on Thursday for Assessment Task 2 (Feedback Session)

Assessment Task 2: Feedback session conducted with the Unit Coordinator in class. Allocations to occur in week 1.

Week 10 - Assessment task 2: Feedback Sessions. - 16 May 2022**Module/Topic****Chapter****Events and Submissions/Topic**

There is no scheduled lecture this week.

Assessment Task 2: Feedback session conducted in class.

There is no scheduled lecture this week. However, time will be dedicated from 1:00 pm - 4:45 pm on Thursday for Assessment Task 2 (Feedback Session)

Assessment Task 2: Feedback session conducted with the Unit Coordinator in class. Allocations to occur in week 1.

WISC-V Feedback Due: Week 10 Thursday (19 May 2022) 11:55 pm AEST

Week 11 - Assessment Task 3: WAIS-IV Administration. - 23 May 2022**Module/Topic****Chapter****Events and Submissions/Topic**

There is no scheduled lecture this week.

Assessment Task 3 will take place: Administration of WAIS-IV conducted with Unit Coordinator in class as per allocations from week 1.

There is no scheduled lecture this week. However, time will be dedicated from 1:00 pm - 4:45 pm on Thursday for Assessment Task 3 (WAIS-IV Administration)

Assessment Task 3: Administration of WAIS-IV conducted with Unit Coordinator in class. Allocations to occur in week 1.

Week 12 - Assessment Task 3: WAIS-IV Administration. - 30 May 2022**Module/Topic****Chapter****Events and Submissions/Topic**

There is no scheduled lecture this week.
Assessment Task 3 will take place: Administration of WAIS-IV conducted with Unit Coordinator in class as per allocations from week 1.

There is no scheduled lecture this week. However, time will be dedicated from 1:00 pm - 4:45 pm on Thursday for Assessment Task 3 (WAIS-IV Administration)

Assessment Task 3: Administration of WAIS-IV conducted with Unit Coordinator in class. Allocations to occur in week 1.

Assessment Task 4: Learning Log due Thursday 11:55PM AEST.

Wechsler Adult Intelligence Scale: 4th Edition (WAIS-IV)

Administration and Scoring. Due: Week 12 Thursday (2 June 2022) 11:55 pm AEST

Learning Log and reflection task
Due: Week 12 Thursday (2 June 2022) 11:55 pm AEST

Assessment Tasks

1 Psychological assessment, formulation & report: WISC-V, WIAT-III & Behavioural scales.

Assessment Type

Written Assessment

Task Description

Assessment Task 1 requires students 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 behavioural screeners, integrate test interpretation and client history into a formulation, present differential diagnosis, and provide an opinion and recommendations for the client based on the testing outcomes in the form of a psychological report.

Students will be provided with a case study in Week 2. The case information will include background information, test behaviour, and test scores. Following the 7 Step Model of Formulation (Flanagan & Alfonso, 2017) students will be required to prepare a well-written integrated assessment report based on the case information and their test score interpretation. Please use the CQUni Psychology Wellness Centre report template for this assignment. There is no word length specified; however, students are encouraged to use appropriate judgement to decide on the length and format of the report to ensure the end product is a concise and cohesive narrative. A general guide is 8-12 pages using the CQUni Psychology Wellness Centre format.

Assessment Due Date

Week 6 Thursday (21 Apr 2022) 11:55 pm AEST

Submit to Moodle

Return Date to Students

Week 8 Thursday (5 May 2022)

Via Moodle

Weighting

30%

Minimum mark or grade

50/100

Assessment Criteria

This Assessment Task is worth 100 points and is worth 30% of the overall mark for this unit. A rubric will be used to assign points. There are four performance indicators:

- Standards Not Met
- Standards Minimally Met
- Meet Standards
- Exceeds Standards

The breakdown of points for this Assessment Task are:

- Scoring: 25 Points
- Interpretation: 25 Points
- Formulation & Diagnosis: 20 Points
- Recommendations: 10 Points
- Report Writing: 20 Points

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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

2 WISC-V Feedback

Assessment Type

Direct observation of procedural skills (DOPs)

Task Description

Clear and accurate communication of assessment outcomes in an engaging and client-centred manner is a key competency that completes the psychological assessment process. The purpose of Assessment Task 2 is to assess student's competency in the skills required to deliver feedback of standardised assessment outcomes, opinions and recommendations to a client.

During allocated time-slots over Weeks 9 & 10, Assessment Task 2 will involve a 30-45 minute feedback session with the Unit Coordinator who will act as the parent of the child who was the client for Assessment Task 1.

Assessment Due Date

Week 10 Thursday (19 May 2022) 11:55 pm AEST

Sessions to take place in Weeks 9 & 10.

Return Date to Students

Week 12 Thursday (2 June 2022)

Via Moodle

Weighting

15%

Minimum mark or grade

7.5/15

Assessment Criteria

This Assessment Task is worth 15 points and is worth 15% of the overall mark for this unit. A rubric will be used to assign points. There are four performance indicators:

- Standards Not Met
- Standards Minimally Met
- Meet Standards
- Exceeds Standards

The breakdown of points for this Assessment Task are:

- Session Opening: 3 Points
- Results, formulation & diagnosis: 7 Points
- Recommendations: 5 Points

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Offline Online

Submission Instructions

Submit the recorded link via Moodle.

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

3 Wechsler Adult Intelligence Scale: 4th Edition (WAIS-IV) Administration and Scoring.

Assessment Type

Practical Assessment

Task Description

This assessment is designed to give students the opportunity to administer and score the WAIS-IV. This assessment aims 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.

During allocated time-slots over Weeks 11 & 12, you will administer the WAIS-IV to the Unit Coordinator (the examinee). You will administer and 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 will be provided with de-identified raw data from another administration where they will be required to score, interpret and write up the results. You will submit the relevant WAIS-IV materials via Moodle.

Assessment Due Date

Week 12 Thursday (2 June 2022) 11:55 pm AEST

WAIS-IV administration and scoring

Return Date to Students

Review/Exam Week Thursday (9 June 2022)

Via Moodle

Weighting

40%

Minimum mark or grade

50/100

Assessment Criteria

The WAIS-IV criteria checklist and performance indicators 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 across the 10 core subtests. The checklist takes into account administration, timing, reverse and discontinue rules.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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

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 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.

Assessment Due Date

Week 12 Thursday (2 June 2022) 11:55 pm AEST

Submitted to Moodle

Return Date to Students

Exam Week Thursday (16 June 2022)

Via Moodle

Weighting

15%

Minimum mark or grade

7.5/15

Assessment Criteria

This Assessment Task is worth 100 points and is worth 15% of the overall mark for this unit. A rubric will be used to assign points. There are four performance indicators:

- Standards Not Met
- Standards Minimally Met
- Meet Standards
- Exceeds Standards

The breakdown of points for this Assessment Task are:

- Wechsler Adult Intelligence Scale - Forth Edition: 25 Points
- Wechsler Intelligence Scale for Children - Fifth Edition: 25 Points
- Wechsler Individual Achievement Test - Third Edition: 25 Points
- **Choose one of the following:** Wechsler Nonverbal Test of Intelligence, A Developmental Neuropsychological Assessment (NEPSY), Conners 3, Behaviour Assessment System for Children - Third Edition: 25 Points

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Offline Online

Submission Instructions

via Moodle

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