



PSYC21001 Assessment 1

Term 1 - 2024

Profile information current as at 11/05/2024 03:48 am

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 3, which represents professional and specialised areas of practice competencies necessary for working as a psychologist. Specifically, this unit aims to build your competency in theoretically informed selection, administration, interpretation, and integration of standardised psychological testing into broader assessment of cognition, intelligence, and learning. 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

Students must be enrolled in CG17 Master of Clinical Psychology or CL68 Master of Professional Psychology. Anti-req PSCY20055

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 - 2024

- Mixed Mode

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical Assessment**

Weighting: Pass/Fail

2. **Written Assessment**

Weighting: Pass/Fail

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

Weighting: Pass/Fail

4. **Learning logs / diaries / Journal / log books**

Weighting: Pass/Fail

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 SUTE Unit comments

Feedback

A number of students felt the marking criteria were confusing and could be improved.

Recommendation

The marking criteria and marking rubrics will be revised and updated by the unit coordinator.

Feedback from SUTE Unit comments

Feedback

The dates for one assessment needed to be adjusted, as a result of issues with students' access to Q-Interactive software, which caused stress for students.

Recommendation

The Unit Coordinator and the Head of Course for the Master of Professional Psychology will start the process for students' access to Q-Interactive after their acceptance into the program (both MPP and MCP). This will facilitate students getting access to the software so that they can complete their assessment by the due date.

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 formats.
3. Apply critically reflective and culturally-sensitive practice in standardised psychological assessment processes.

Learning outcomes are based on Australian Qualification Framework (AQF) level 9 criteria and level 3 core competencies specified 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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Practical Assessment - 0%	•		
2 - Written Assessment - 0%	•	•	
3 - Direct observation of procedural skills (DOPs) - 0%		•	•
4 - Learning logs / diaries / Journal / log books - 0%		•	•

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 Wechsler Intelligence Scale for Children: 5th Edition - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
	Groth-Marnat, G., & Wright, A. J. (2016). Handbook of psychological assessment. (6th Ed.). Hoboken, N.J: John Wiley & Sons, Inc.	
Wechsler Intelligence Test for Children: 5th Edition	Chapter 5	Lecture: 1 pm – 4 pm Friday
WISC-V Part 1: Overview & Theory.	Lichtenberger, E. O., & Kaufman, A. S. (2012). Essentials of WAIS-IV assessment. (2nd Ed.) Hoboken, N.J: Wiley.	
	Chapter 1	

Week 2 Wechsler Intelligence Scale for Children: 5th Edition. - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Intelligence Test for Children: 5th Edition WISC-V Part 2: Administration, scoring & interpretation. Non-verbal scales of ability <ul style="list-style-type: none">◦ Wechsler Non-Verbal Scale of Ability (WNV)◦ The Test of Nonverbal Intelligence - 4th Edition (TONI-4)	Flanagan, D. P., & Alfonso, V. C. (2017). <i>Essentials of WISC-V Assessment</i> . Hoboken, N.J: Wiley. Chapters 1, 2, 3 & 4.	Lecture: 1 pm - 4 pm Friday

Week 3 Residential school - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Intelligence Test for Children: 5th Edition WISC-V Part 2: Administration, scoring & interpretation.	There are no specified chapters for this week. Additional readings will be placed on Moodle as required.	Lecture: 9 am - 12 pm Monday - Wednesday, and 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 administration: 9 am - 5 pm Thursday Practical Assessment Due: Week 3 Thursday (21 Mar 2024) 11:59 pm AEST

Week 4 Formulation (Domains of Functioning) - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Formulation (Domains of Functioning)	There are no specified chapters for this week. Additional readings will be placed on Moodle as required.	There will be no lecture due to Good Friday. Students will be provided with resources and a recorded lecture.

Week 5 Report writing - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Professional report writing - structure, common misconceptions	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>	Lecture: 1 pm - 4 pm Friday

Week 6 Wechsler Individual Achievement Test: 3rd Edition. - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Wechsler Individual Achievement Test: 3rd Edition WIAT-III Part 2: Administration, scoring & interpretation. Wechsler Adult Intelligence Scale: 4th edition	There are no specified chapters for this week. Additional readings will be placed on Moodle as required. • Wechsler Individual Achievement Test: 3rd Edition manual • Wechsler Adult Intelligence Scale: 4th edition manual	Lecture: 1 pm - 4 pm Friday

Week 7 - Tests of attention. - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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 pm - 4 pm Friday Written Assessment Due: Week 7 Friday (26 Apr 2024) 11:59 pm AEST

Week 8 Brief instruments - SRS - Screeners - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Brief therapy instruments
initial intake - progress - outcome
Behaviour assessment using rating
scales & cross battery interpretation.
• **Behavior Assessment Scale for Children (BASC) - 3rd Edition.**
• **Conners - 3rd Edition.**

There are no specified chapters for this week. Additional readings will be placed on Moodle as required.

Lecture: 1 pm – 4 pm Friday

Week 9 Autism assessment - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Autism assessment - overview, primer • Autism Diagnostic Observation Schedule (ADOS-2)	Additional readings will be placed on Moodle as required. • Autism Diagnostic Observation Schedule (ADOS-2) manual	Lecture: 1 pm – 4 pm Friday

Week 10 Memory Assessment - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Memory Assessment • Wechsler Memory Scale (WMS-IV) • Rey Auditory Verbal Learning Test (RAVLT) • Neuropsychological memory testing	There are no specified chapters for this week. Additional readings will be placed on Moodle as required. • Wechsler Memory Scale (WMS-IV) manual	Lecture: 1 pm – 4 pm Friday Direct observation of procedural skills Due: Week 10 Friday (17 May 2024) 11:59 pm AEST

Week 11 Personality assessments - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Personality assessments - theory, history and development • NEO Personality Inventory Revised (NEO-PI-R) • Personality Assessment Inventory (PAI)	There are no specified chapters for this week. Additional readings will be placed on Moodle as required. • NEO Personality Inventory Revised (NEO-PI-R) manual • Personality Assessment Inventory (PAI) manual	Lecture: 1 pm – 4 pm Friday

Week 12 Forensic assessment - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Forensic assessment Risk assessments - Psychopathy	There are no specified chapters for this week. Additional readings will be placed on Moodle as required.	Lecture: 1 pm – 4 pm Friday Learning logs / diaries Due: Week 12 Friday (31 May 2024) 11:59 pm AEST

Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

This is a non-graded (Pass/Fail) unit and therefore, in accordance with CQUniversity's Assessment Policy and Procedure (Higher Education Coursework), all assessment tasks must be passed in order to pass this unit. The minimum pass rate for each assessment task is 70% for this unit. Students who have made a reasonable attempt to complete an assessment task initially will have one opportunity to re-attempt a failed assessment task. The mark achieved for the re-attempted assessment task will be recorded as the final mark.

Assessment Tasks

1 Practical Assessment

Assessment Type

Practical Assessment

Task Description**Wechsler Intelligence Scale for Children (WISC-IV) Administration & Scoring**

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-IV that need to be administered.

If students fail this assessment, you are able to re-sit this assessment once during the residential school in week 3.

Assessment Due Date

Week 3 Thursday (21 Mar 2024) 11:59 pm AEST

Return Date to Students

Week 5 Friday (5 Apr 2024)

Weighting

Pass/Fail

Minimum mark or grade

70%

Assessment Criteria

This is a pass/fail assessment. Students have to pass each of the three components (administration, scoring, professional manner) to receive a Passing grade for this assessment.

1. Administration: Students will adhere to the standardised subtest instructions, while maintaining a professional manner (WISC-V manual). Additionally, adherence to the standardised responses guidelines for the administrator is required. Students will follow the guidelines regarding age-appropriate items and the correct order of item and subtest administration
2. Scoring: Students will adhere to the scoring guidelines in the WISC-V manual. Correct interpretation of cut-off rules and expected further questioning of items in a subtest is required for a passing grade.
3. Professional manner: students will employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients

Students have to pass each of the three components (administration, scoring, professional manner) to receive a Passing grade for this assessment.

Referencing Style

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

Submission

Offline

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.

2 Written Assessment

Assessment Type

Written Assessment

Task Description**Wechsler Intelligence Scale for Children (WISC-V) assessment report**

This report 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 interpret WISC-V scores 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 during the first 5 weeks. 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. 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 7 Friday (26 Apr 2024) 11:59 pm AEST

Return Date to Students

Week 9 Friday (10 May 2024)

Weighting

Pass/Fail

Minimum mark or grade

70%

Assessment Criteria

Written Report (Pass/Fail). To pass this assessment, the student must have a mark of 70 or higher out of 100).

1. Comprehensive Needs Assessment (30 marks)

- A clear reason for referral is provided
- Domains of Focus are described, based on Domains of Functioning
- Relevant assessments are selected (including brief rationale) and clearly described
- Assessments results reported appropriately under the relevant Domain of Focus
- Risk Assessment and management of risk factors are documented
- Relevant behavioural observations including current mental state are described
- The summary of strengths and limitations reflects the findings of the Comprehensive Needs Assessment

2. Opinions (25 marks)

- A brief formulation based on 5P's
- Formal diagnosis is clearly described using standard diagnostic/classification systems
- Diagnosis is logically discussed, well-justified, and integrated with the formulation
- Discussion about whether symptoms meet all diagnostic criteria using examples from the client's presentation
- Differential diagnoses are clearly described and include reasons for inclusion or exclusion

3. Recommendations (25 marks)

- A brief outline of the intervention plan with treatment goals or recommendations clearly aligned with opinions - described in the previous section. This includes adjustments made for culturally appropriate practices.
- Provides specific intervention strategies that will be used for achieving these goals/recommendations and plans for managing risk factors if these are indicated
- The intervention plan is realistic given the experience of the psychologist, the complexity of the issues, and the number of sessions available for treatment

4. Evaluation and Reflection (15 marks)

- A clear description of how you would evaluate the effectiveness of the intervention, using person-centred and evidence-based measures of change
- A brief reflection on intervention including lessons learned and how practice might be modified in light of the experience

5. Formatting and Referencing (5 marks)

- Report and reference list in correct APA format, including references to tests used
- Appropriate and clear language has been used throughout without jargon or colloquialisms, and grammar and spelling are correct
- The report is within 10% of the word limit (2000 words)

Referencing Style

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

Submission

Online

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 formats.

3 Direct observation of procedural skills

Assessment Type

Direct observation of procedural skills (DOPs)

Task Description

Feedback assessment

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 this assessment is to assess student's competency in the skills required to deliver feedback of standardised assessment outcomes, opinions and recommendations to a client.

You are required to record a video with one of your colleagues, who will be playing a client or parent of a client. In this video, you will deliver professional feedback regarding their assessment. Students will receive a client vignette and assessment scores to interpret.

Assessment Due Date

Week 10 Friday (17 May 2024) 11:59 pm AEST

Return Date to Students

Week 12 Friday (31 May 2024)

Weighting

Pass/Fail

Minimum mark or grade

70%

Assessment Criteria

Assessment criteria for this task are:

1. Session opening: form professional rapport with the client, respecting their emotions towards the feedback process
2. Results: deliver the result in a culturally appropriate manner, in language that is clear for the client
3. Formulation and diagnosis: synthesise the results to a case formulation and diagnosis, with respect towards the client. The information needs to be comprehensible and non-threatening to the client
4. Recommendations: Offer evidence-based solution to the clients, explaining the rationale behind these recommendations and the expected impact on their functioning.

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

The video has to be shared with the unit coordinator

Learning Outcomes Assessed

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

4 Learning logs / diaries

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

You will write a 2-page reflection piece on your learning process with the assessments in this unit. In this reflection piece, you will discuss your individual learning process and a reflection on your personal path throughout.

It is expected that you reflect on the effect of assessments on clients/ client groups, as well as the benefit of assessment pieces for clients.

Assessment Due Date

Week 12 Friday (31 May 2024) 11:59 pm AEST

Return Date to Students

Exam Week Friday (14 June 2024)

Weighting

Pass/Fail

Minimum mark or grade

70%

Assessment Criteria

The criteria are:

1. individual learning process
2. strengths and weaknesses of assessments
3. utilisation in the psychological practice
4. personal difficulties encountered throughout the learning process
5. usefulness of assessment for the client's process

Referencing Style

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

Submission

Online

Submission Instructions

Upload the assessment on the Moodle portal

Learning Outcomes Assessed

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

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