PSYC21002 *Assessment II*
Term 2 - 2017

All details in this unit profile for PSYC21002 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 04-07-17

Prescribed Textbooks

Neuropsychological Assessment

Author/s: Muriel Lezak, Diane Howieson, Erin Bigler, Daniel Tranel   **Year:** 2012

Edition: Fifth   **Publisher:** Oxford University Press

City: Oxford

Country: UK

Foundations of Behavioral, Social, and Clinical Assessment of Children

Author/s: Jerome M Sattler   **Year:** 2014

Edition: Sixth   **Publisher:** Jerome M. Sattler, Publisher, Inc

City: La Mesa

Country: USA

Handbook of Psychological Assessment

Author/s: Gary Groth-Marnat   **Year:** 2009

Edition: Fifth   **Publisher:** Wiley

City: New Jersey

Country: USA

Overview

This unit is part of the sequence of units that culminates in the degree of Master in Clinical Psychology. This unit is intended to provide advanced knowledge in assessment research, theory and practice necessary for working as a Clinical Psychologist. The focus of Assessment II extends from Assessment I and continues to focus on the knowledge and skill development that underpins clinical psychology assessment practice and research. This unit outlines theory, research and practice including the various functions of assessment, the "how to" of assessment, and the various procedures that clinical psychologists employ to serve the various functions of assessment. In terms of techniques, Assessment II will focus on more advanced cognitive assessment techniques, including neuropsychological screening and assessment. Areas of assessment covered include executive function; orientation and attention; memory; intellectual disability; effort; capacity to make decisions; dementia; personality; psychosis and psychological distress. Skill development will include a focus on gaining additional competencies in these areas and will sit alongside continuing skill development in planning and administering assessment batteries that focus on particular referral questions. The importance of considering applications of assessment tools to different cultures is also emphasized.

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

PSYC21001 Assessment I
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 2 - 2017

- 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: 50%
2. **Practical Assessment**
Weighting: 50%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from student feedback and teaching staff self-evaluation

Feedback

Positive comments on lecture structure and delivery, including the use of case examples

Recommendation

Continue to keep lecture format open and encourage discussion. Use specific case examples and real-world application as much as possible

Feedback from student feedback

Feedback

Assessment items were too heavily weighted and needed additional time allocated

Recommendation

Add an additional assessment item to spread the weighting and allow additional opportunity for improvement if needed. Review time allocated or workload of final assessment item to ensure it provides students the best opportunity to demonstrate their skills.

Unit Learning Outcomes

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

1. Describe the theoretical, research and practice-based processes underpinning more specialist and advanced psychological assessment and its techniques.
2. Integrate a working knowledge of more specialist and advanced assessment techniques with a variety of presenting problems in Clinical Psychology.
3. Utilise advanced knowledge and skills in the application of diagnostic classification systems within specialist psychological assessment.

The learning outcomes link with the Master's Course in Clinical Psychology accreditation standards, as defined by the Australian Psychology Accreditation Council (APAC) and the Australian Psychological Society (APS).

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 - Written Assessment - 50%	•	•	•
2 - Practical Assessment - 50%	•	•	•

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 - Written Assessment - 50%	∘	∘	∘	∘	∘	∘		
2 - Practical Assessment - 50%	∘	∘	∘	∘	∘	∘		

Textbooks and Resources

Textbooks

PSYC21002

Prescribed

Foundations of Behavioral, Social, and Clinical Assessment of Children
Edition: Sixth (2014)
Authors: Jerome M Sattler
Jerome M. Sattler, Publisher, Inc
La Mesa , USA
Binding: Hardcover
PSYC21002

Prescribed

Handbook of Psychological Assessment
Edition: Sixth (2016)
Authors: Gary Groth-Marnat
Wiley
New Jersey , USA
Binding: Hardcover
PSYC21002

Prescribed

Neuropsychological Assessment
Edition: Fifth (2012)
Authors: Muriel Lezak, Diane Howieson, Erin Bigler, Daniel Tranel
Oxford University Press
Oxford , UK
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 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Tash Trask Unit Coordinator
n.trask@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Assessment II Assessment of Personality and Personality Disorders	Groth-Marnat - Chapters 7,10,11. Articles to be provided	• Specific outcomes and skills development • Outline of Assessment II – what we will cover week by week • Methods of assessment • Objective and projective techniques • Personality disorders - description, assessment and DSM 5 criteria

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of Children - Principles and Specifics Assessment of the family unit	Sattler - Chapters to be advised Other readings to be provided	• Cognitive and developmental assessment • Academic and achievement assessment • Assessment of Neurodevelopmental Disorders • Assessment of relationships • Assessment of parents and parenting capacity • Assessment of attachment and attachment disorders • DSM 5 criteria

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of Distress in Children and Adults (1) Anxiety and depressive disorders (2) Post Traumatic Stress Disorder, Obsessive Compulsive Disorder	Sattler - Chapters to be advised Groth-Marnat - Chapter 13 DSM 5	• Anxiety disorders • Depressive disorders • DSM 5 criteria • Assessment of Anxiety and Depression in children • PTSD • OCD • Assessment specific to these areas

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of Distress in Children and Adults (3) Schizophrenia Spectrum and other Psychotic Disorders; Bipolar Disorder	Readings to be provided DSM 5	• Schizophrenia Spectrum • Other Psychotic Disorders • Biploar Disorders • DSM 5 criteria • Assessment specific to these areas

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Written Assessment - to be conducted in class.	Hypothetical case provided two days prior. Students to conduct their own research and readings based on case and assessment criteria.	**Written Assessment** Due: Week 5 Thursday (10 Aug 2017) 1:00 pm AEST

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of intellectual disability, assessment of effort, assessment of capacity to make decisions.	Articles to be provided	• The concept of intellectual disability • Assessment of intellectual disability in adults and children • DSM 5 criteria • Assessment of effort and malingering • Assessment of capacity

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of dementia	Lezak page 249 - 289 Other readings to be provided	• Dementia and assessment of dementia in the general population and adults with intellectual disabilities • DSM 5 criteria • Assessment tools specific to dementia

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Basic concepts in Neuropsychological Assessment	Lezak Chapters 1 - 8	• Introduction to neuropsychology • Behavioural geography of the brain • Deficit measurement • Direct and indirect measurement • Neurobehavioural variables and issues of assessment and diagnosis • A case to get you thinking

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Expansion of Neuropsychological Assessment Skills (1) Executive Function	Lezak Chapter 16	• Components of executive function • Assessment tools specific to executive function

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Expansion of Neuropsychological Assessment skills (2) Orientation and Attention	Lezak Chapter 9	• Orientation • Attention and short term memory • Concentration • Processing speed • Divided attention • Everyday attention • Assessment tools specific to attention

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Expansion of Neuropsychological Assessment Skills (3) Memory	Lezak Chapters 11 and 12	• Definitions and forms of memory • Brain systems involved • Memory assessment tools

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
In class submission and presentation of practical assessment.	Students to conduct their own research and readings based on the hypothetical case and course assessment criteria.	**Practical Assessment** Due: Week 12 Thursday (5 Oct 2017) 1:00 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment

Assessment Type
Written Assessment

Task Description
The aim of this assessment is to assess the unit learning outcomes and knowledge gained through a written examination.
Students will be presented with a hypothetical case two days before the examination. They will then be asked to provide a report outlining an interpretation of the test results, and a written formulation based on the data and assessment information with which they are provided. Students will also be expected to detail what further assessments would be helpful in increasing the understanding of this case.

Assessment Due Date
Week 5 Thursday (10 Aug 2017) 1:00 pm AEST
This assessment will be conducted during Assessment II class time in Week 5.

Return Date to Students
Week 7 Thursday (31 Aug 2017)
Feeback provided via email.

Weighting
50%

Minimum mark or grade
Pass (P)

Assessment Criteria
The assessment will be marked (and weighted) as follows:

1. Interpretation of test material (40%)
2. Psychological formulation (40%)
3. What further assessments would be useful (12%)
4. Quality of report writing (8%)

Referencing Style

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

Submission
Offline

Learning Outcomes Assessed

- Describe the theoretical, research and practice-based processes underpinning more specialist and advanced psychological assessment and its techniques.
- Integrate a working knowledge of more specialist and advanced assessment techniques with a variety of presenting problems in Clinical Psychology.
- Utilise advanced knowledge and skills in the application of diagnostic classification systems within specialist psychological assessment.

Graduate Attributes

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

2 Practical Assessment

Assessment Type
Practical Assessment

Task Description
The aim of this assessment is to give students the opportunity to demonstrate their ability to develop and acquire specialist knowledge about a particular assessment area of interest to them. Clearly it is not possible to cover all aspects of neuropsychological and other specialist assessment skills in a 12 week unit. Hence this assessment allows students to further their knowledge in a particular area of assessment and to begin to develop more specialist assessment skills and areas of special interest.
Students will be asked to prepare a presentation around a hypothetical case provided by the Unit Administrator, to present to your fellow students and the Unit Administrator.
Students are offered a choice of four hypothetical cases around which to base an assessment. The presentations will

take place over the course of an Assessment II class in week 12 of the second term. Students will be allocated 30 minutes to present their topic, with an additional 10 minutes allocated for questions from the audience. All students will be expected to participate both as presenters and as part of the audience.

Assessment Due Date
Week 12 Thursday (5 Oct 2017) 1:00 pm AEST

Return Date to Students
Exam Week Thursday (19 Oct 2017)
Feeback provided via email.

Weighting
50%

Minimum mark or grade
Pass (P)

Assessment Criteria
Students are expected to:

1. Outline a proposed plan of assessment;
2. The rationale for this plan;
3. An outline of the assessment methods chosen;
4. Any expected challenges or difficulties and how these could be addressed.

All aspects of the assessment 1-4 outlined above are weighted equally.

Referencing Style

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

Submission
Offline Group

Submission Instructions
The submission will occur in the form of a presentation to the class and the Unit Administrator.

Learning Outcomes Assessed

- Describe the theoretical, research and practice-based processes underpinning more specialist and advanced psychological assessment and its techniques.
- Integrate a working knowledge of more specialist and advanced assessment techniques with a variety of presenting problems in Clinical Psychology.
- Utilise advanced knowledge and skills in the application of diagnostic classification systems within specialist psychological assessment.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- 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