



# PSYC21002 Assessment II

## Term 2 - 2018

Profile information current as at 19/05/2024 10:49 am

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.

### General Information

#### Overview

This unit is part of the sequence of units that culminates in the degree of Master in Clinical Psychology. This unit is intended to provide 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 - 2018

- 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 Lecturer reflection

##### **Feedback**

There are currently only two assessment items for this subject both with an equal weighting of 50%. It has been suggested that the distribution of marks be more reflective of the work involved in the assessments and that perhaps a third item could be included to better address learning outcomes.

##### **Recommendation**

It is recommended that a third assessment be added and that the three assessments be equally weighted.

## 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
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### 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

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#### Prescribed

##### **Handbook of Psychological Assessment**

Edition: Sixth (2016)

Authors: Gary Groth-Marnat

Wiley

New Jersey , USA

Binding: Hardcover

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#### 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

**Tom De Pauw** Unit Coordinator

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**Sarah Blunden** Unit Coordinator

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**Claire Thompson** Unit Coordinator

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## Schedule

## Week 1: Introduction to Assessment II and Assessment in Personality and Personality Disorders - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover:		
<ul style="list-style-type: none"> <li>An overview of the specific outcomes and skills development of Neuropsychological assessment will be outlined this week.</li> <li>Personality disorders - description, assessment and DSM-V criteria.</li> </ul>	Groth-Marnat (6th Ed.) - Chapters 7, 8, 10, & 11 Other relevant readings provided on Moodle.	

## Week 2 : Assessment of Children (Principles and Specifics) and Assessment of The Family Unit - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover:		
<ul style="list-style-type: none"> <li>Cognitive and developmental assessment</li> <li>Academic and achievement assessment</li> <li>Assessment of Neurodevelopmental Disorders with a focus on Autism Spectrum Disorder</li> <li>Assessment of relationships</li> <li>Assessment of parents and parenting capacity</li> <li>Assessment of attachment and attachment disorders</li> <li>DSM 5 criteria</li> </ul>	Sattler - Chapters 3 -10 and 22 Other relevant readings provided on Moodle.	

## Week 3: Assessment of Distress in Children and Adults (1) Anxiety and depressive disorders (2) PTSD and OCD - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover:		
<ul style="list-style-type: none"> <li>Anxiety disorders</li> <li>Depressive disorders</li> <li>Post Traumatic Stress Disorder</li> <li>Obsessive Compulsive D</li> <li>DSM-V criteria</li> </ul>	Sattler pp 436-447 DSM-V criteria Relevant readings on Moodle .	

## Week 4: Assessment of Distress in Children and Adults (3) Schizophrenia Spectrum and other Psychotic Disorders; Bipolar Disorder - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover:		
<ul style="list-style-type: none"> <li>Schizophrenia</li> <li>Psychotic Disorders</li> <li>Bipolar Disorders</li> <li>DSM 5 criteria</li> </ul>	DSM-V criteria Other relevant readings on Moodle	

## Week 5 : Written Assessment - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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This week we will complete the written assessment in class time

Hypothetical case provided two days prior to the lecture. Students to conduct their own research and readings based on case and assessment criteria

Assignment 1 Written Assessment : due 1:00 PM AEST Thursday 9th August 2018

**Written Assessment** Due: Week 5 Thursday (9 Aug 2018) 1:00 pm AEST

#### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6: Assessment of Intellectual Disability, assessment of effort, assessment of capacity to make decisions - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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This week we will cover:

- The concept of intellectual disability
  - Assessment of intellectual disability in adults and children
  - DSM 5 criteria
  - Assessment of effort and malingering
  - Assessment of capacity
- Relevant readings on Moodle

#### Week 7: Assessment of Dementia - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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This week we will cover:

- Dementia and assessment of dementia in the general population and adults with intellectual disabilities
  - DSM 5 criteria
- Sattler Chapter 12  
Lezak pp 249-289

#### Week 8: Basic Concepts of Neuropsychological Assessment - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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This week we will cover:

- Introduction to Neuropsychology
  - Behavioural geography of the brain
  - Deficit measurement
  - Neurobehavioural variables and issues of assessment and diagnosis
- Lezak Chapters 1-8  
Sattler Chapter 12

#### Week 9: Expansion of Neuropsychological Assessment skills (1) Executive Function - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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This week we will cover:

- Components of executive function
  - Assessment tasks
- Lezak Chapter 16

#### Week 10: Expansion of Neuropsychological Assessment skills (2) Orientation and Attention - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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This week we will cover:

- Orientation
- Attention
- Working memory
- Processing Speed

Lezak Chapter 9

#### **Week 11: Expansion of Neuropsychological Assessment Skills (3) Memory - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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This week we will cover:

- Definitions and forms of memory
- Brain systems involved
- Memory assessment tools

Lezak Chapter 11 and 12

#### **Week 12: Presentation and Submission of Practical Assessment - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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This week there will be a 30-minute presentation by each student to fellow students and the course administrator on their chosen hypothetical case.

Students to conduct their own research and readings based on the hypothetical case and course assessment criteria.

Assignment 2 Practical Assessment : due 12:00 AM AEST Thursday 4th October 2018

**Practical Assessment** Due: Week 12 Thursday (4 Oct 2018) 12:00 am AEST

#### **Review/Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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#### **Exam Week - 15 Oct 2018**

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

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, compared to Assessment I, 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.

## 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 throughout the course to date a written report in class test during Week 5.

Students will be presented with a hypothetical case two days before the lecture in Week 5. 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.

Further details about this assessment are provided on Moodle.

**Assessment Due Date**

Week 5 Thursday (9 Aug 2018) 1:00 pm AEST

This assessment will be conducted during Assessment II class time in Week 5 (August 9th).

**Return Date to Students**

Week 7 Thursday (30 Aug 2018)

Feedback provided via Moodle

**Weighting**

50%

**Minimum mark or grade**

50%

**Assessment Criteria**

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

1. Interpretation of test material (40%)
2. Psychological formulation (30%)
3. What further assessments would be useful (15%)
4. Quality of report writing (15%)

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submission via Moodle

**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 one 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 their 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 (4 Oct 2018) 12:00 am AEST

This assessment will be conducted during Assessment II class time in Week 12 (October 4th)

**Return Date to Students**

Exam Week Thursday (18 Oct 2018)

Feedback provided via Moodle

**Weighting**

50%

**Minimum mark or grade**

50%

**Assessment Criteria**

Students are expected to include each of the following components:

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 components of this assessment (1-4 outlined above) are weighted equally (25% each).

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submission via Moodle

**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