



PSYC21002 Assessment II

Term 2 - 2020

Profile information current as at 14/05/2024 09:15 pm

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

General Information

Overview

This unit is intended to provide you with advanced 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 assessment research, theory and practice of more complex psychological pathology and presentations. This will include specific focus on more advanced cognitive assessment techniques, including neuropsychological screening and assessment. You will build knowledge and skills specific to culturally-responsive reflective practice approaches in complex psychological assessment, which will be integrated throughout the teaching, learning and assessment within this unit.

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 - 2020

- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 20%

2. **Written Assessment**

Weighting: 45%

3. **Presentation**

Weighting: 35%

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 in unit evaluation.

Feedback

Suggestions for more breaks and/or interspersing of other activities to improve student engagement with unit content and to break up the three-hour lecture block.

Recommendation

Reconfigure structure of the three-hour lecture block to better balance content delivery and practical skills application. Collaborative negotiation of scheduled breaks at commencement of unit, which results in an agreement that meets both the needs of students and lecturer to optimize learning engagement and teaching facilitation.

Feedback from Student feedback in unit evaluation.

Feedback

Textbooks are expensive and not utilised by all students during the unit.

Recommendation

To offset text book expense' students to be directed to e-book versions or library copies of text-book where available. The importance and value of keeping up to date with prescribed weekly readings to consolidate, enhance and enrich learning, to be emphasised with students at commencement of unit.

Feedback from Student feedback in unit evaluation.

Feedback

Timely turnaround for assessment marking, with ample constructive feedback, was appreciated. The type of assessment tasks and the formulation-reformulation nature of the assessment collective worked well, with real-world application clearly evident.

Recommendation

Carry existing format across into 2020 and continue a similar teaching and learning approach for the assessment component of this unit.

Feedback from Student feedback in unit evaluation.

Feedback

Multi-mode delivery of lecture material and lecturer preparedness was appreciated and enriched the learning experience.

Recommendation

Continue to apply similar methods and approach to teaching and learning in 2020.

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 the selection and implementation of psychological tests, within the context of complex psychological assessment
2. Justify and communicate evidence-based integration of advanced assessment techniques in oral and written format
3. Demonstrate working knowledge of brain functions as they relate to neurological dysfunctions within the context of clinical psychology assessments.

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 PSYC21002 Learning Outcomes align with the 2019 Australian Psychology Accreditation Council (APAC) accreditation guidelines for for Level 4 Graduate Competencies specific to assessment in clinical psychology; 4.2.1.i, 4.2.2.i, 4.2.2.ii, and 4.2.2.iii.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 45%	•	•	
2 - Presentation - 35%		•	•
3 - Online Quiz(zes) - 20%	•		•

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 - 45%								
2 - Presentation - 35%								
3 - Online Quiz(zes) - 20%								

Textbooks and Resources

Textbooks

PSYC21002

Prescribed

Foundations of Behavioral, Social, and Clinical Assessment of Children

Edition: Sixth (2014)

Authors: Sattler, J. M.

Jerome M. Sattler Publisher Inc

La Mesa , USA

Binding: Hardcover

PSYC21002

Prescribed

Handbook of Psychological Assessment

Edition: Sixth (2016)

Authors: Groth-Marnat, G.

Wiley

New Jersey , USA

Binding: Hardcover

PSYC21002

Prescribed

Neuropsychological Assessment

Edition: Fifth (2012)

Authors: Lezak, M., Howieson, D., Bigler, E., & Tranel, D.

Oxford University Press

Oxford , UK

Binding: Hardcover

Additional Textbook Information

Please Note: These textbooks are THE SAME textbooks specified in the unit profile for PSYC21001 Assessment I unit, which is the prerequisite unit for the current unit PSYC21002 Assessment II. Therefore, if you have previously purchased the textbook for PSYC21001 you DO NOT need to purchase any additional textbooks for this unit. Please speak to your unit coordinator if you require any further clarification regarding textbook requirements.

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

Carol Keane Unit Coordinator

c.keane@cqu.edu.au

Schedule

Week 1: Introduction to Assessment II and Assessment of Academic Ability/Achievement - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Introduction to Assessment II including assessment tasks and expected learning outcomes and competencies • Cultural awareness in Neuropsychological assessment and diagnosis • Academic ability/achievement • WIAT-III - q-interactive administration 	<ul style="list-style-type: none"> • Lezak, et al., 2014: Chapters 9 - 17 • Sattler, 2014: Chapter 12 • Additional reading Sattler, 2014: Chapter 2 • Pearson: Q-Global & Q-Interactive • Auxiliary texts are also available in the Psychology Wellness Centre (CQUniversity Nth Rockhampton campus) 	<p>Assessment Task 1 - Online quizzes for neuropsychological component open here – self-paced, due Week 11</p>

Week 2: Integration of Assessment Data and Report Writing / Indigenous and Cultural Diversity Responsiveness - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Cross-battery test interpretation e.g. WISC-V/WIAT-III • Integration of assessment data - all sources • Report writing • Mental Health assessment in Indigenous Australians - Aboriginal and Torres Strait Islander Peoples • Indigenous and cultural considerations in test selection, administration, interpretation, diagnoses and recommendations • Indigenous and cultural considerations in assessment of the family unit 	<ul style="list-style-type: none"> • Lezak, et al., 2014: Chapters 9 - 17 • Auxiliary texts are also available in the Psychology Wellness Centre (CQUniversity Nth Rockhampton) • Flanagan, D. P., & Alfonso, V. C. (2017). Essentials of WISC-V Assessment. Hoboken, N.J: Wiley. Chapter 7 • Sattler, 2014: Chapter 4 • Additional readings provided on Moodle in e-reading list 	

Week 3: Assessment of Memory - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Assessment of memory • WMS-IV administration - Q-interactive • WRAML2 	<ul style="list-style-type: none"> • Lezak, et al., 2014: Chapters 11 & 12 • Pearson: Q-Global & Q-Interactive • Auxiliary texts are also available in the Psychology Wellness Centre (CQUniversity Nth Rockhampton campus) 	

Week 4: Behavioural Assessment and Use of Rating Scales - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Behavioural Assessments • Commonly used rating scales, i.e. BASC, ABAS, Conners 	<ul style="list-style-type: none"> • Lezak, et al., 2014: Chapters 18 & 19 • Groth-Marnat & Wright, 2016: Chapter 4 	

Week 5: Assessment of ASD - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Assessment of ASD • Administration of the ADI-R • Assessment of ASD with the ADOS-2 	<ul style="list-style-type: none"> • Sattler, 2014: Chapters 6 - 10 & 22 • Additional relevant readings provided on Moodle in e-reading list 	<p>Assessment Task 2: Written Assessment Part A: Due 1:00 PM AEST Thursday 13th August 2020</p>

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6: Assessment of Children (Principles and Specifics) and Assessment of the Family Unit - 24 Aug 2020

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

- Developmental Assessment and Neurodevelopmental disorders
- Assessment of relationships and interpersonal dynamics within the family unit
- Assessment of parents and parenting capacity
- Assessment of attachment and attachment disorders
- Integration of cultural considerations specific to these disorders
- DSM-5 criteria

- Sattler, 2014: Chapter 6 - 10 & 22
- DSM-V
- Additional relevant readings provided on Moodle in e-reading list

Week 7: Assessment of Distress in Children and Adults - (1) Anxiety and Depressive Disorders; (2) PTSD and OCD - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Anxiety Disorders • Depressive Disorders • Posttraumatic Stress Disorder and complex-PTSD • Obsessive Compulsive Disorder • DSM-V Criteria • Integration of cultural considerations specific to these disorders 	<ul style="list-style-type: none"> • Sattler, 2014: Chapter 14 • (for additional background reading Sattler: Chapters 1, 3, & 5) • DSM-V • Additional relevant readings provided on Moodle in e-reading list 	

Week 8: Assessment of Distress in Children and Adults - (3) Schizophrenia Spectrum + other Psychotic Disorders & Bipolar - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Schizophrenia Spectrum • Psychosis and Psychotic Disorders • Bipolar Disorder • Integration of cultural considerations specific to these disorders • DSM-5 criteria 	<ul style="list-style-type: none"> • DSM-V: relevant sections • Relevant readings and resources provided on Moodle in e-reading list 	<p>Assessment Task 2: Written Assessment Part B: Due 1:00 PM AEST Thursday 10th September 2020</p> <p>Assessment Task 2: Written Assessment - Case Study Part A and Part B Due: Week 8 Wednesday (9 Sept 2020) 1:00 pm AEST</p>

Week 9: Personality, Personality Disorders and Substance Use Disorders - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Personality Disorders - description, DSM-V criteria and assessment • Differential Diagnoses and common comorbidities • Complex trauma considerations • Assessment of Substance Use Disorders - PBL • Considerations for function of substance use/abuse behaviour • Integration of cultural considerations specific to personality disorders 	<ul style="list-style-type: none"> • Groth-Marnet & Wright, 2016: Chapters 7 - 11 • Additional relevant readings provided on Moodle in e-reading list 	

Week 10: Assessment of Intellectual Disability, Assessment of Effort, Assessment of Decision Making Capacity - 21 Sep 2020

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

- The concept of Intellectual Disability (ID)
- Integration of cultural considerations specific to ID
- Assessment of ID in adults and children
- DSM-5 criteria
- Assessment of effort and malingering
- Assessment of capacity

- Lezak, et al., 2014: Chapter 20
- Sattler, 2014: Chapter 18
- Relevant readings provided on Moodle in e-reading list

Week 11: Assessment of Dementia - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Dementia: types and associated neurocognitive deficits • Assessment of Dementia in the general population • Assessment of Dementia in adults with Intellectual Disabilities • DSM-5 Criteria • Integration of cultural considerations specific to Dementia 	<ul style="list-style-type: none"> • Lezak, et al., 2014: pp 249 - 289 & Chapter 18 • Additional readings provided on Moodle in e-reading list 	<p>Assessment Task 1 - ALL four (4) online quizzes due Week 11 at 1:00 PM AEST Thursday 1st October 2020 .</p> <p>Assessment Task 1: Online Quizzes - Neuropsychology, neuroanatomy and brain functions relevant to Clinical Psychology Due: Week 11 Thursday (1 Oct 2020) 1:00 pm AEST</p>

Week 12: Presentation and Submission of Practical Assessment - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week there will be a 15-minute presentation by each student on their chosen topic - selected in Week 2 from a choice of topics prepared by the Unit Coordinator. Each student will present to their fellow students and the lecturer.</p>	<p>Students are to conduct their own research and reading based on the chosen topic. Students are to prepare the presentation in accordance with the detailed criteria that will be provided in association with this assessment task.</p>	<p>Assessment Task 3: Practical: Part A - Presentations delivered during scheduled class on Thursday 8th October 2020; and Part B - Submission of research summary associated with presentation Due 1:00 PM AEST Thursday 8th October 2020.</p> <p>Assessment Task 3: Practical Assessment - Class Presentation with Research Summary Due: Week 12 Thursday (8 Oct 2020) 1:00 pm AEST</p>

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 19 Oct 2020

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

Please note: Assessment I (PSYC21001) is the prerequisite unit for this current unit Assessment II (PSYC21002). The delivery and structure of PSYC21001 in Term 1 2020 was significantly impacted by COVID-19 CQUniversity protocols, which included required shift to online teaching and physical distancing protocols. Due to the heavy practical-based aspect of Assessment units I and II, the COVID-19 restrictions hindered the delivery of some of the planned content for PSYC21001. In an endeavour to minimise the disruption of student progression through units PSYC21001 and PSYC21002 in 2020, some content from PSYC21002 that was appropriate for online teaching delivery was brought forward into the COVID-19 adjusted teaching schedule for PSYC21001. Follow-up adjustments have now been made to the current unit PSYC21002 to ensure that student will have received all required teaching content by completion of PSYC21001 and PSYC21002 - as uniquely tailored during T1 and T2 2020. It is noted however, that COVID-19 restrictions will continue to be a consideration for certain aspects of the practical components of this unit. This includes the use of Q-interactive and Q-Global to support the teaching and learning of psychometric assessments. All efforts have been made to ensure students will meet the intended learning outcomes and graduate attributes associated with the current unit PSYC21002 and the prerequisite PSYC21001.

Assessment Tasks

1 Assessment Task 1: Online Quizzes - Neuropsychology, neuroanatomy and brain functions relevant to Clinical Psychology

Assessment Type

Online Quiz(zes)

Task Description

Assessment Task 1 is comprised of four (4) on-line quizzes. The quizzes are designed to assess your knowledge and knowledge-application of the behavioural geography and functions of the brain within the context of Clinical Psychology. Each quiz will focus on a particular topic, i.e., 1) Basic concepts of neuropsychology and behavioural geography of the brain; 2) Orientation, Attention and Perception; 3) Executive Function; and 4) Memory. Each quiz will be preceded by an interactive learning module you will access through Moodle. You must complete the interactive learning module in order to access the associated quiz, e.g. Module 1 pairs with Quiz 1. You will have unlimited access to the interactive learning module; however, you will only be permitted one attempt for each quiz. Each quiz will contain 25 questions with multiple-choice response options. Each question will be worth 1-mark for a total of 25-marks per quiz, which means the total for all four (4) quizzes will be 100 marks. This will then be weighted to represent 20% of your overall grade for PSYC21002. Assessment Task 1 is self-paced and will be open from Week 2 of Term 1. ALL four (4) quizzes must be completed by Week 11 1:00pm Friday 2nd October 2020. This means you can work through the interactive learning modules and quizzes at your own pace throughout Weeks 2 - 11 in Term 2. You will be provided with real-time formative feedback for incorrect responses to assist with clarification of learning where required.

Number of Quizzes

4

Frequency of Quizzes

Other

Assessment Due Date

Week 11 Thursday (1 Oct 2020) 1:00 pm AEST

Submit via Moodle

Return Date to Students

Week 11 Thursday (1 Oct 2020)

Automatic scoring and feedback

Weighting

20%

Minimum mark or grade

12.5 marks out of 25 marks for each of the four (4) quizzes, i.e. you must get at least 50% for each individual quiz

Assessment Criteria

The quizzes will score automatically and you will receive your grade immediately upon completion of each quiz.

Referencing Style

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

Submission

Online

Submission Instructions

Direct access to online quiz through Moodle site for PSYC21002

Learning Outcomes Assessed

- Critically apply theoretical knowledge and a culturally responsive scientist-practitioner approach to the selection and implementation of psychological tests, within the context of complex psychological assessment
- Demonstrate working knowledge of brain functions as they relate to neurological dysfunctions within the context of clinical psychology assessments.

Graduate Attributes

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

- Ethical and Professional Responsibility

2 Assessment Task 2: Written Assessment - Case Study Part A and Part B

Assessment Type

Written Assessment

Task Description

The Written Assessment is based on a case study of Client A and will be in two parts Part A and Part B

This assessment task is iterative in nature. You will be provided with formative feedback on Part A, which you are encouraged to utilise and apply where appropriate when completing Part B.

Part A - Interpretation and Initial Hypotheses. (Due Week 5 - Thursday 13th Aug 2020)

You will be provided with test-taking behaviour information and raw scores from various neuropsychometric tests, which are associated with Client A. You are required to conduct raw score conversions and normative comparisons necessary for interpretation. You are to present a written summary outlining your test score interpretations and initial hypotheses based on the integration of your scoring interpretations and the test-taking behaviour. *You will be provided with feedback on Part A by Week 6.*

Part B - 5P Integration, Differential Diagnoses and Recommendations. (Due in Week 8 - Thursday 10th Sept 2020)

You will be provided with the reason for referral and background information for Client A. You are required to provide a concise written summary for Client A that integrates relevant information from Part A with a 5P formulation derived from the reason for referral and background information. In addition to this written summary you are required to provide a) differential diagnoses, b) recommendations for intervention planning, and c) integrate cultural considerations where appropriate, based on your integrated formulation for Client A. You are to provide evidence of further reading (i.e. references) to support your integration and interpretation.

Cumulative grades for Part A and Part B, as well as written feedback for Part B, will be provided in Moodle by Week 10.

Assessment Due Date

Week 8 Wednesday (9 Sept 2020) 1:00 pm AEST

Submit to Moodle

Return Date to Students

Week 10 Wednesday (23 Sept 2020)

Feedback via Moodle

Weighting

45%

Minimum mark or grade

50 marks of total 100 marks for Part A and Part B combined.

Assessment Criteria

The assessment will be marked out of 100 (Part A - 40 marks + Part B - 60 marks)

Your mark for Assessment Task 1 (Written Assessment Part A + Part B) will comprise 45% of the total grade for the Assessment II unit.

Weighting will be conducted based on the cumulative total for Part A + Part B i.e. your mark out of 100.

The assessment will be marked according to the following criteria:

Part A (Total 40 marks):

1. Interpretation (25 marks)
2. Hypotheses (15 marks)
3. Quality of written summary - including a) evidence of further reading to inform interpretation and hypotheses generation and b) use of language appropriate for a client report (10 marks)

Part B (Total 60 marks):

1. 5P integration with Part A (20 marks)
2. Differential Diagnoses (10 marks)
3. Recommendations for intervention (10 marks)
4. Integration of cultural considerations where appropriate (5 marks)
5. Quality of written work - a) including appropriate use of APA 7th Ed. referencing and b) use of language appropriate for a client report (5 marks)

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 the selection and implementation of psychological tests, within the context of complex psychological assessment
- Justify and communicate evidence-based integration of advanced assessment techniques in oral and written format

Graduate Attributes

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

3 Assessment Task 3: Practical Assessment - Class Presentation with Research Summary

Assessment Type

Presentation

Task Description

This Practical Assessment will be in two parts: Part A - In-class presentation; and Part B - In-class presentation research written summary.

Part A - In-class presentation will be conducted during scheduled class time for Assessment II in Week 12. You will have 15-minutes (10-minutes presentation + 5-minutes Q&A with audience) to present on a particular topic and generate discussion. A list of presentation topic choices will be discussed in Week 2. Topics will be based on DSM-5 Disorder Classifications that ARE NOT directly covered during Assessment II lectures. You will be required to cover the following aspects during your presentation: a) brief background information of the DSM-5 classification and associated disorders; b) proposed method/s of assessment - including description and strengths and weaknesses of specific assessment tools relevant to the topic; and c) cultural considerations, including identified challenges with existing standardised assessments. You will also be required to have prepared two questions designed to generate discussion with the audience, and play an active role in the facilitation of the 5-minute Q&A.

Part B - Presentation Research Summary. (Part B is to be submitted to Moodle by Week 12 Thursday 8th Oct. 2020 at 1:00 pm AEST)

You are required to prepare and submit a brief (max 1000 words) summary of recent (i.e. predominantly from year 2015 onward) and relevant peer-reviewed literature that was sourced during the preparation of your in-class presentation. Please note: This written summary must be written in academic essay style. It is NOT sufficient to submit a word document that is a replication of your presentation. The intended learning outcomes and competencies from the tasks are the development of skills to: a) source peer-reviewed knowledge and critically appraise evidence appropriate to your chosen topic; b) synthesise information into a concise and cohesive narrative; and c) communicate new knowledge through multiple modalities. *Part B is to be submitted to Moodle by Week 12 Thursday 8th Oct. 2020 at 1:00 pm AEST. Cumulative Grades for Part A and Part B and feedback will be provided in Moodle in Week 14.*

Assessment Due Date

Week 12 Thursday (8 Oct 2020) 1:00 pm AEST

In-class and submission to Moodle

Return Date to Students

Exam Week Thursday (22 Oct 2020)

Feedback via Moodle

Weighting

35%

Minimum mark or grade

50 marks of total 100 marks for Part A and Part B combined.

Assessment Criteria

The assessment will be marked out of 100 (Part A - 60 marks + Part B - 40 marks)

Your mark for Assessment Task 3 (Practical Assessment A+B) will comprise 35% of the total grade for the Assessment II unit.

Weighting will be conducted based on the cumulative total for Part A + Part B i.e. your mark out of 100.

The assessment will be marked according to the following criteria:

Part A (Total 60 marks):

1. Background - including relevance of research cited (15 marks)
2. Proposed method of assessment - including critical appraisal of strengths and weaknesses (20 marks)
3. Cultural considerations (10 marks)

4. Generation of Q & A (5 marks)

5. Quality of presentation - including slide preparation and delivery of information (10 marks)

Part B (Total 40 marks):

1. Link between presentation and written summary of research sourced is clear and evident (5 marks)

2. Quality of written work (15 marks)

3. Evidence of critical reflection - including cultural awareness considerations (15 marks)

4. Appropriate use of APA 7th Ed. referencing and adherence to word limit (5 marks)

Referencing Style

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

Submission

Online

Submission Instructions

Presentation in-class Week 12 and Moodle submission

Learning Outcomes Assessed

- Justify and communicate evidence-based integration of advanced assessment techniques in oral and written format
- Demonstrate working knowledge of brain functions as they relate to neurological dysfunctions within the context of clinical psychology assessments.

Graduate Attributes

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