



# PSYC21002 Assessment II

## Term 2 - 2022

Profile information current as at 25/04/2024 05:40 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 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 - 2022

- Rockhampton

#### Attendance Requirements

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

#### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **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 'Have Your Say' Student Evaluation.

**Feedback**

Students reported that the multiple choice quizzes was not a valid Assessment Task for a Post-Graduate Unit.

**Recommendation**

Quizzes related to the neuropsychological assessment task are to be reviewed to ensure closer alignment to the unit learning outcomes and expected volume of knowledge for an AQF9 Unit.

#### Feedback from 'Have Your Say' Student Evaluation.

**Feedback**

Students reported a lack of clarity regarding the structure of Assessment Task 2 (written assessment).

**Recommendation**

Review the current marking criteria and update this to a new rubric with greater clarity and expectations for this Assessment Task.

#### Feedback from 'Have Your Say' Student Evaluation.

**Feedback**

Students suggested for lecture material to be pre-recorded for students to refer back to throughout the term.

**Recommendation**

Review unit content and create resources to enhance efficiency (e.g., recorded lectures) and support case-based learning with scheduled in-person lectures.

#### Feedback from 'Have Your Say' Student Evaluation.

**Feedback**

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

**Recommendation**

Assessment Task 2 to be reviewed to ensure closer alignment with students' stage of professional development, internal clinical placement expected volume of knowledge for an AQF9 Unit.

## 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



### 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 , La Mesa , United States of America

ISBN: 9780970267184

Binding: Hardcover

PSYC21002

#### Prescribed

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

Edition: Sixth (2016)

Authors: Groth-Marnat, G.

Wiley Publishing

New Jersey , New Jersey , United States of America

ISBN: 9780080294018

Binding: Hardcover

PSYC21002

#### Prescribed

##### **Neuropsychological Assessment**

Fifth Edition (2012)

Authors: Muriel Lezak

Oxford University Press

New York , New York , United States

ISBN: 978-0-13-539552-5

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, with the exception of:

Lezak, M. (2012). Neuropsychological Assessment - Fifth Edition. New York, NY: Oxford University Press. Therefore, if you have previously purchased the other textbooks 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.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Claire Thompson** Unit Coordinator  
[c.l.thompson@cqu.edu.au](mailto:c.l.thompson@cqu.edu.au)

## Schedule

### Week 1: INTRODUCTION TO ASSESSMENT II - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"><li>◦ Introduction to Assessment II including assessment tasks and expected learning outcomes and competencies</li><li>◦ Cultural awareness in Neuropsychological assessment and diagnosis</li><li>◦ Introduction to Neuropsychology</li><li>◦ Behavioural geography of the brain</li><li>◦ Deficit measurement</li><li>◦ Neurobehavioural variables and issues of assessment and diagnosis</li></ul>	<ul style="list-style-type: none"><li>◦ Lezak: Chapters 1 - 6 (These are the chapters that comprise most of part Part 1: Theory and Practice of Neuropsychological Assessment)</li><li>◦ <b>Note:</b> you are not expected to have read all 6 chapters in detail prior to Week 1; however, it will be beneficial if you are familiar with the information contained in these chapters prior to commencing the unit. These chapters will also be a valuable resource of supporting literature as you progress throughout this unit.</li><li>◦ Sattler: Chapter 12</li><li>◦ <b>Note:</b> you might also find it helpful to review Sattler: Chapter 2 at some stage through this Unit. Chapter 2 provides basic information about statistics and psychometrics, which you may find helpful with scoring and interpretation of tests.</li></ul>	<p><b>Lecturer: Dr. Matt Condie</b> Lecture: Thursday 1:00 - 4:00 pm Assessment Task 1 - Online quizzes for neuropsychological component open here – self-paced, due Week 11</p>

### Week 2: BACKGROUND TO NEUROPSYCHOLOGY ASSESSMENT - PART I - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"><li>◦ This is part one of a two part lecture on neuropsychological assessment. Topics will include those covered in chapter 1-6 of the Lezak text.</li></ul>	<ul style="list-style-type: none"><li>◦ Lezak: Chapters 1 - 6 (These are the chapters that comprise most of part Part 1: Theory and Practice of Neuropsychological Assessment)</li><li>◦ <b>Sattler:</b> Chapter 4</li><li>◦ Additional readings provided on Moodle in e-reading list</li></ul>	<p><b>Lecturer: Dr. Matt Condie</b> Lecture: Thursday 1:00 - 4:00 pm</p>

### Week 3: BACKGROUND TO NEUROPSYCHOLOGY ASSESSMENT - PART II - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"><li>◦ This is part two lecture series on neuropsychological assessment. Topics will include those covered in chapter 1-6 of the Lezak text.</li></ul>	<ul style="list-style-type: none"><li>◦ Lezak: Chapters 1 - 6, &amp; 8 (These are the chapters that comprise most of part Part 1: Theory and Practice of Neuropsychological Assessment)</li><li>◦ Sattler, 2014: Chapter 6 - 10 &amp; 22</li><li>◦ Additional relevant readings provided on Moodle in e-reading list</li></ul>	<p><b>Lecturer: Dr. Matt Condie</b> Lecture: Thursday 1:00 - 4:00 pm</p>

### Week 4: NEUROPSYCHOLOGICAL BATTERIES - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"><li>◦ Neuropsychological batteries (D-KEFS, WMS, WMRAL)</li></ul>	<ul style="list-style-type: none"><li>◦ Lezak: Chapter 9-12, 16 &amp; 17.</li><li>◦ Relevant readings provided on Moodle in e-reading list</li></ul>	<p><b>Lecturer: Dr. Matt Condie</b> Lecture: Thursday 1:00 - 4:00 pm</p>

### Week 5: FORENSIC ASSESSMENT - 08 Aug 2022

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

- Assessing sociopathology and forensic assessment.

- Additional relevant readings provided on Moodle in e-reading list

**Lecturer: Dr. Matt Condie**

Lecture: Thursday 1:00 - 4:00 pm  
**ASSESSMENT TASK 1: Written Task Part A - Interpretation and Initial Hypotheses. (Due Week 5 - Thursday 11 August 2022)**

### MID-TERM BREAK - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6: ASSESSMENT OF PERSONALITY - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> <li>◦ Components of personality</li> <li>◦ Personality Disorders - description, DSM-V criteria and assessment</li> <li>◦ Differential Diagnoses and common comorbidities</li> <li>◦ Complex trauma considerations</li> <li>◦ Personality Assessments (PAI, NEO)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Lezak: Chapter 19</li> <li>◦ Groth-Marnet &amp; Wright, 2016: Chapters 7 - 11</li> <li>◦ Additional relevant readings provided on Moodle in e-reading list</li> </ul>	<p><b>Lecturer: Dr. Matt Condie</b>            Lecture: Thursday 1:00 - 4:00 pm</p>

### Week 7: ASSESSMENT OF DEMENTIA - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> <li>◦ Dementia: types and associated neurocognitive deficits</li> <li>◦ Assessment of Dementia in the general population</li> <li>◦ Assessment of Dementia in adults with Intellectual Disabilities</li> <li>◦ DSM-5 Criteria</li> <li>◦ Integration of cultural considerations specific to Dementia</li> </ul>	<ul style="list-style-type: none"> <li>• Lezak: pp Chapter 17 &amp; 18</li> <li>• Additional readings provided on Moodle in e-reading list</li> </ul>	<p><b>Associate Professor Claire Thompson</b>            Lecture: Thursday 1:00 - 4:00 pm</p>

### Week 8: ASSESSMENT OF PARENTING CAPACITY & EFFORT - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> <li>◦ Assessment of effort &amp; malingering</li> <li>◦ Assessment of parenting capacity</li> </ul>	<ul style="list-style-type: none"> <li>◦ Lezak: Chapter 20</li> <li>◦ Additional relevant readings provided on Moodle in e-reading list</li> </ul>	<p><b>Lecturer: Dr. Matt Condie</b>            Lecture: Thursday 1:00 - 4:00 pm  <b>ASSESSMENT TASK 1: Written Task Parts A &amp; B Due Week 8 - Thursday 8 September 2022)</b></p> <p><b>WRITTEN ASSESSMENT - CASE STUDY PART A AND PART B</b> Due: Week 8 Thursday (8 Sept 2022) 11:59 pm AEST</p>

### Week 9: ASSESSMENT OF CHANGE: MOTIVATION, SELF-AWARENESS & SELF-EFFICACY - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> <li>◦ Description of evidence-based frameworks (e.g., Self-Determination Theory, Theory of Planned Behaviour, Behaviour Change Theory) related to change management behaviours.</li> <li>◦ Explain Motivational Interviewing principles in the context of clinical assessment, formulation and treatment planning.</li> <li>◦ Apply psychological strategies and evidence-based practices to increase capacity for change.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Additional relevant readings and materials provided on Moodle in e-reading list</li> </ul>	<p><b>Lecturer: Dr. Matt Condie</b>            Lecture: Thursday 1:00 - 4:00 pm</p>

## Week 10: ASSESSMENT OF EMOTIONAL INTELLIGENCE - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
This week we will cover: <ul style="list-style-type: none"><li>◦ BarOn Eq-I</li></ul>	<ul style="list-style-type: none"><li>◦ Additional relevant readings and materials provided on Moodle in e-reading list</li></ul>	<b>Lecturer: Dr. Matt Condie</b> Lecture: Thursday 1:00 - 4:00 pm

## Week 11: ASSESSMENT TASK 3: PRESENTATION AND SUBMISSION OF PRACTICAL ASSESSMENT - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
ASSESSMENT TASK 3: PRESENTATION AND SUBMISSION OF PRACTICAL ASSESSMENT This week there will be a 20-30-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.	Students are to conduct their own research and reading based on the chosen topic.	Student Presentations: Assessment Task 3 ASSESSMENT TASK 1 - ALL four (4) online quizzes due Week 11 at 5:00 PM AEST ASSESSMENT TASK 3: Practical: Part A - Presentations delivered during scheduled lecture on and Part B - Submission of research summary associated with presentation

## Week 12: ASSESSMENT TASK 3: PRESENTATION AND SUBMISSION OF PRACTICAL ASSESSMENT - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
ASSESSMENT TASK 3: PRESENTATION AND SUBMISSION OF PRACTICAL ASSESSMENT This week there will be a 20-30-minute presentation by each student on their chosen topic - selected in Week 1 from a choice of topics prepared by the Unit Coordinator. Each student will present to their fellow students and the lecturer.	Students are to conduct their own research and reading based on the chosen topic.	Student Presentations ASSESSMENT TASK 3: Practical: Part A - Presentations delivered during scheduled lecture on and Part B - Submission of research summary associated with presentation  <b>PRACTICAL ASSESSMENT - CLASS PRESENTATION WITH RESEARCH SUMMARY</b> Due: Week 12 Thursday (6 Oct 2022) 11:59 pm AEST

## Assessment Tasks

### 1 ASSESSMENT TASK 1: ONLINE QUIZZES - NEUROPSYCHOLOGY, NEUROANATOMY AND BRAIN FUNCTIONS RELEVANT TO CLINICAL PSYCHOLOGY (ONLINE QUIZ(ZES) 20%)

#### Assessment Type

Online Quiz(zes)

#### Task Description

Assessment Task 1 comprises 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 5:00pm Thursday 30 September 2021. Students can work through the interactive learning modules and quizzes at their own pace throughout Weeks 2 - 11 in Term 2. Students 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

Submit via Moodle

### Return Date to Students

Automatic scoring and feedback

### Weighting

20%

### Minimum mark or grade

A minimum of 50 out of 100 is required of the combined four (4) quizzes

### Assessment Criteria

The quizzes will score automatically. 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 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 11 August 2022, 23:59 AEST)**

Students 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. Students are to present a written summary outlining their test score interpretations and initial hypotheses based on the integration of scoring interpretations and the test-taking behaviour.

### **Part B - 5P Integration, Differential Diagnoses and Recommendations. (Due in Week 8 - Thursday 8 September 2022, 23:59 AEST)**

Students will be provided with the reason for referral and background information for Client A. Students 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, students 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. Students are to provide evidence of

further reading (i.e. references) to support their 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 Thursday (8 Sept 2022) 11:59 pm AEST

Submit via Moodle

#### **Return Date to Students**

Week 10 Friday (23 Sept 2022)

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)**

Student's marks 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 (20 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 (5 marks)

##### **Part B (Total 60 marks):**

1. 5P integration with Part A (20 marks)
2. Differential Diagnoses (10 marks)
3. Recommendations for intervention (15 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 (10 marks)

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Submit via 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 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.**

Students will have 20-30-minutes plus 10-minutes Q&A with the audience to present on a particular topic and generate

discussion. A list of presentation topic choices will be discussed in Week 1.

- 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.

Students 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 6 October 2022, 2359 AEST)**

Students 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 scholarly 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 6th October 2022 at 2359 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 (6 Oct 2022) 11:59 pm AEST

In-class and submission to Moodle

**Return Date to Students**

Exam Week Friday (21 Oct 2022)

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)**

Marks 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. total 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