



PSYC21002 *Advanced Clinical Assessment*

Term 1 - 2024

Profile information current as at 01/05/2024 01:38 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

For students enrolled in CG17 Master of Clinical Psychology, the units PSYC21001 Assessment 1 and PSYC21008 Clinical Practice 2 are prerequisites. For students enrolled in CM49 Master of Clinical Psychology (Advanced Entry), the unit PSYC21008 Clinical Practice 2 is a prerequisite.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2024

- 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. **Presentation**

Weighting: 35%

3. **Written Assessment**

Weighting: 45%

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 SUTE unit comments

Feedback

Quizzes should have more weight on the overall grade for the unit.

Recommendation

Review the weighting of this Assessment Task to consider whether the quizzes could have more weight.

Feedback from SUTE unit comments

Feedback

Quizzes were too broad and attempted to cover a lot of information. The Quiz should not be comprehension test but a test for understanding of content.

Recommendation

Review the content of the quiz questions to ensure they directly assess the Learning Outcomes.

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 Level 4 Graduate Competencies specific to assessment in clinical psychology.

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			

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Claire Thompson Unit Coordinator
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Schedule

Week 1: INTRODUCTION TO ADVANCED CLINICAL ASSESSMENT - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Introduction to the Advanced Clinical Assessment unit requirements, including the assessment tasks and expected learning outcomes and competencies• Issues in assessment, including theory underlying testing, cultural competence in assessment and diagnosis, and issues relating to technology in assessment.	<ul style="list-style-type: none">• There are no specific set texts for this unit. Links will be posted on Moodle for readings in the e-reading list and other resources relating to each week's topic. Students are encouraged to read widely in addition to any allocated readings.	<ul style="list-style-type: none">• Lecture: Thursday morning 9:00 - 12:00

Week 2: NEUROPSYCHOLOGICAL ASSESSMENT - PART I. Differential Diagnosis, Screeners and Batteries - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• This is part one of a series of classes on neuropsychological assessment.• Focus on differential diagnosis in neurocognitive disorders, screeners and batteries• Estimating pre-morbid cognition	<ul style="list-style-type: none">• Readings will be provided on Moodle in the e-reading list	<ul style="list-style-type: none">• Lecture: Thursday morning 9:00 - 12:00

Week 3: NEUROPSYCHOLOGY ASSESSMENT - PART II. The Brain - Self Guided Learning - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none">• This is part two lecture series on neuropsychological assessment. This week's class is a self-guided learning exercise focussing on brain anatomy and function.	<ul style="list-style-type: none">• BrainFacts.org:• 1. Interactive 3D map of the brain• 2 The dancing brain	<ul style="list-style-type: none">• Self-guided learning: Thursday morning 9:00 - 12:00.• You do not need to come to class this week. The self-guided learning is compulsory and will be assessed.• Quiz 1: assessing your learning from weeks 1, 2 and 3.

Week 4: NEUROPSYCHOLOGICAL ASSESSMENT - PART III. Domains of Cognition. - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none">• Neuropsychological Domains (memory, attention & concentration, executive function, visuospatial, visuoconstruction, abstract reasoning, language, motor speed)• 'Testing the limits'	<ul style="list-style-type: none">• Relevant readings may be provided on Moodle in e-reading list	<ul style="list-style-type: none">• Lecture: Thursday morning 9:00 - 12:00

MID-TERM BREAK - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6: ASSESSMENT OF FUNCTIONAL STATUS & CAREGIVING STRAIN - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • DSM GAF, IQCODE, Bayer ADL • In situ function assessment • Physical vs cognitive functioning • Caregiver strain & burden 	<ul style="list-style-type: none"> • Readings provided on Moodle in e-reading list 	<ul style="list-style-type: none"> • Lecture: Thursday morning 9:00 - 12:00 <p>Assessment Task 1: Online Quiz Due: Week 6 Thursday (18 Apr 2024) 9:00 am AEST</p>

Week 5: ASSESSMENT OF EATING DISORDERS - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week we will cover:</p> <ul style="list-style-type: none"> • Guest Lecture by Melissa Attwood 	<ul style="list-style-type: none"> • Readings and materials provided on Moodle in e-reading list 	<p>Lecture: Thursday morning 9:00 - 12:00 will be on Zoom</p> <p>Assessment Task 1: Online Quiz Due: Week 6 Thursday (18 Apr 2024) 9:00 am AEST</p>

Week 7: Public Holiday - NO CLASS - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<ul style="list-style-type: none"> • No Lecture this week

Week 8: ASSESSMENT OF PERSONALITY AND PATHOLOGY - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Structure of personality • Personality Disorders - description, DSM-V-TR criteria • Differential diagnoses and common comorbidities • Personality Assessments (PAI, MMPI, NEO, Projective techniques) 	<ul style="list-style-type: none"> • Readings provided on Moodle in e-reading list 	<ul style="list-style-type: none"> • Lecture: Thursday morning 9:00 - 12:00

Week 9: FORENSIC ASSESSMENT 1 - Capacity, Malingering, Effort - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Forensic assessment - ethics & consent • Assessment of capacity, effort & malingering 	<ul style="list-style-type: none"> • Readings provided on Moodle in e-reading list 	<ul style="list-style-type: none"> • Lecture: Thursday morning 9:00 - 12:00

Week 10: FORENSIC ASSESSMENT 2 - Forensic Assessment Reports; Assessment of Risk & Criminal Profiling - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Assessment of Risk • Criminal Profiling • Forensic assessment reports 	<ul style="list-style-type: none"> • Readings provided on Moodle in e-reading list 	<ul style="list-style-type: none"> • Lecture: Thursday morning 9:00 - 12:00

Week 11: ZOOM CLASS - Student Presentations - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • ZOOM CLASS THIS WEEK • SUBMISSION OF PRACTICAL ASSESSMENT 	<ul style="list-style-type: none"> • Readings provided by students on Moodle 	<ul style="list-style-type: none"> • Zoom Class: Thursday morning 9:00 - 12:00 • Student Presentations <p>Assessment Task 2 - Presentation Due: Week 11 Wednesday (22 May 2024) 4:55 pm AEST</p>

Week 12: ZOOM CLASS - Student Presentations - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

- ZOOM CLASS THIS WEEK
- SUBMISSION OF PRACTICAL ASSESSMENT

- Readings provided by students on Moodle

- Zoom Class: Thursday morning 9:00 - 12:00
- Student Presentations

Written Assessment - Case Study
Due: Week 12 Friday (31 May 2024)
4:55 pm AEST

Term Specific Information

- Classes are held in person on campus in weeks 1, 2, 6, 8, 9, and 10.
- Weeks 3 is self-guided online learning.
- Week 5 will be a guest lecture held on Zoom.
- There is no class in week 7 due to the Public Holiday on Thursday that week.
- Details of Week 11 and 12 will be provided closer to the relevant dates.

Assessment Tasks

1 Assessment Task 1: Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

Assessment Task 1 is an online quiz. The quiz is designed to assess your knowledge of the behavioural geography and functions of the brain within the context of Clinical Psychology. The quiz will focus on basic neuropsychology and the structure and function of the brain. The quiz will be preceded by an online interactive learning module you will access in week 3. You must complete the interactive learning module before accessing the quiz.

You will have unlimited access to the interactive learning module; however, you will only be permitted two attempts for the quiz. The quiz will contain 25 questions with multiple-choice response options. Each question will be worth 1 mark for a total of 25 marks which 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. This task must be completed by Thursday morning of Week 6. Students can return to the interactive learning module at any time from week 3 to week 6.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 6 Thursday (18 Apr 2024) 9:00 am AEST

Submit via Moodle

Return Date to Students

Week 8 Thursday (2 May 2024)

Via Moodle

Weighting

20%

Minimum mark or grade

A minimum of 50%, i.e. 13 out of 25 correct answers, is required.

Assessment Criteria

Each quiz question is worth one mark. You can have two attempts. The higher mark of the two will be used for your final mark for this assessment task. Your mark out of 25 will be weighted to 20% of your grade for this unit.

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.

2 Assessment Task 2 - Presentation

Assessment Type

Presentation

Task Description

This assessment will be in two parts: Part A is an in-class presentation, and Part B is the submission of your written presentation materials.

Part A - In-class presentation will be conducted during scheduled class time in Week 12.

Students will have 20 minutes, consisting of maximum 15 minutes of presentation time and 5 minutes of question time with the audience to present on a particular assessment topic. Students will be required to play an active role in their 5-minute Q&A. A list of presentation topics will be discussed in week 1 and allocated in week 2.

Presentations must include:

- a) brief background information of the DSM-5/DSM-5-TR diagnostic classification and any associated diagnosis,
- b) proposed methods of assessment - including description and strengths and limitations of specific assessment tools relevant to the topic, and
- c) cultural considerations, including identified challenges relating to the diagnosis and with existing assessments.

Part B - Presentation Research Summary. (Part B is to be submitted to Moodle by Wednesday of Week 11.

Students are required to submit their presentation materials, including citations of relevant peer-reviewed literature that was sourced during the preparation of your in-class presentation. Please note: The written submission may be a copy of your presentation but it must be amended as required to include citations of sources of information. It may be converted in format, e.g. from PowerPoint to Word or PDF if this facilitates understandability, but the written submission should not contain new information that was not included in your presentation.

The 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 topic;
- b) synthesise information into a concise and cohesive narrative; and
- c) communicate new knowledge through multiple modalities.

Note: The written assessment is due in Week 11 on the day before class. The presentations will be in-class in weeks 11 and 12.

Assessment Due Date

Week 11 Wednesday (22 May 2024) 4:55 pm AEST

Written submission to Moodle and oral presentation in class.

Return Date to Students

Exam Week Wednesday (12 June 2024)

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 (In-class presentation) 60 marks + Part B (Written submission) 40 marks.

Students will also be required to play an active role in their 5-minute Q&A.

Marks for Assessment Task 3 (Practical Assessment A+B) will comprise 35% of the total grade for the 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):

Presentations must include:

- a) brief background information of the DSM-5 diagnostic classification and any associated diagnosis,
- b) proposed methods of assessment - including description and strengths and limitations of specific assessment tools

relevant to the topic, and

c) cultural considerations, including identified challenges relating to the diagnosis and with existing assessments.

Marks will be awarded as follows:

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, delivery of information in class and adherence to time limit (10 marks).

Part B (Total 40 marks):

1. Link between presentation and references cited is clear and accurate (5 marks).
2. Quality of written work (15 marks).
3. Evidence of critical reflection in assessment plan, including cultural considerations (15 marks).
4. Appropriate use of APA 7th Ed. referencing (5 marks).

Referencing Style

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

Submission

Offline Online

Submission Instructions

Presentation in-class Weeks 11 and 12 plus 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.

3 Written Assessment - Case Study

Assessment Type

Written Assessment

Task Description

The Written Assessment is a clinical assessment report based on a case study of a client

Students will be provided with the reason for referral and client background information. Test-taking behaviour and raw scores from various neuropsychological tests associated with this client will be provided. Students are required to complete the scoring and normative comparisons necessary for interpretation. Students are to present a written report outlining their test data interpretations and their diagnostic opinion, formulation or hypotheses based on the integration of the background information, test scores and test-taking behaviour. The format of the report should be appropriate for the referral question and setting where the assessment was conducted.

Based on your formulation for the client. Your report should include

- a) an opinion including a diagnosis (which may be provisional if required) and a consideration of differential diagnoses and comorbidities,
- b) recommendations for intervention planning, and
- c) integrated cultural considerations where appropriate,

References are not required unless a reference is required to support a statement made in the report. If references are used in the report, they should be listed in an appendix in APA-7 format.

Your report should not be more than 3000 words or 7 pages of text, using Ariel 12-point font and line spacing of 1.5 with no additional space between paragraphs. This limit does not include the title page or Appendices.

Assessment Due Date

Week 12 Friday (31 May 2024) 4:55 pm AEST

Submit via Moodle

Return Date to Students

Exam Week Friday (14 June 2024)

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 3 will comprise 45% of the total grade for the 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. Scoring and Interpretation of test data (20 marks)
2. Diagnostic hypotheses evident in the opinion section (15 marks)
3. Quality of written report - including a) evidence of application of knowledge to inform interpretation and hypotheses generation (5 marks)

Part B (Total 60 marks):

1. Formulation based on 5P but written as a one-paragraph opinion (25 marks)
2. Differential Diagnoses clearly considered (5 marks)
3. Recommendations for intervention (15 marks)
4. Integration of cultural considerations where appropriate (5 marks)
5. Quality of written work - a) including use of language appropriate for a client report (10 marks) for the stated purpose.

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

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