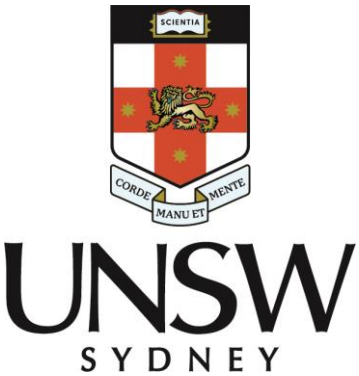

Course Outline

PSYC7001

Psychological Assessment 1

School of Psychology

Faculty of Science

T1, 2023

1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor & Lecturer	Skye McDonald	s.mcdonald@unsw.edu.au	Upon request Mathews 1011	Email
	Amanda Olley	a.olley@unsw.edu.au	Upon request	Email
Lecturer	Antoinette Redoblado Hodge	antoinetterh@gmail.com	Upon Request	Email
Tutor	Chelvi Ganesalingam	chelvi.ganesalingam@health.nsw.gov.au	Upon Request	Email

2. Course information

Units of credit: 6

Pre-requisite(s): It is assumed that students will have covered topics to do with test validity and reliability in prior courses.

Teaching times and locations: PSYC7001 Timetable: Tuesdays 4pm-7pm, MAT1616

2.1 Course description

Psychological Assessment teaches students how to use, administer and interpret major psychological tests, including the Wechsler Intelligence and Memory scales and other tests used routinely to assess cognition. It also addresses issues in determining real and unusual differences in test scores, the influence of cultural factors on norms and test interpretation as well as the communication of assessment findings.

It is assumed that candidates will have covered topics to do with test validity and reliability in prior courses.

This course entails theoretical and practical components presented in a series of 1 hour lectures and 2 hour practicals. The course covers fundamental issues for students training to become Clinical Psychologists. Case examples throughout the course are provided to ensure relevance is clear.

Teaching strategies of PSYC7001 encourage candidates to think and act as professional interns. Material covering important theoretical and practical knowledge, general principles in assessment and particular methodological issues to do with test instruments will be covered in lectures. Specific skills in tests and assessment procedures will be taught in practical tutorials. Test interpretation and report writing will be taught via programmed assignment work or other activities in the tutorials. Candidates are encouraged to work both independently and in small groups to learn test administration and test interpretation. While tutorial time will focus upon teaching skills in targeted assessment procedures, it is expected that candidates will practice these techniques outside formal teaching hours in order to reach a criterion level of competency. Candidates should also make use of the Test Library, to acquaint themselves with different kinds of tests available for assessment that are not necessarily covered in the course.

2.2 Course aims

This course aims to equip candidates with the competence and skills to safely provide accurate, evidence based assessment of intellectual, cognitive and neuropsychological abilities for adults and children who may come from diverse cultural backgrounds. It aims to provide a solid grounding to the most widely used cognitive assessment approaches in clinical psychology. The course provides candidates with knowledge of theories, techniques and applications of psychological assessment in professional settings, knowledge of the impact of cultural and cohort effects on normative data and test interpretation, skills in assessment techniques and report writing. This knowledge will be assumed when undertaking other courses in the Masters programs, e.g. Clinical Neuropsychology and all Professional Practice components.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Administer and score psychometric tests associated with intelligence, memory, academic performance and other areas including language and executive function.
2. Relate the constructs measured by different tests and interpret differences between scores.
3. Evaluate the importance of qualitative and convergent information, and the limitations surrounding test measurement.
4. Explain the impact of cultural and cohort effects on normative data as well as how individual characteristics such as personality and motivation can influence test performance.
5. Competently and accurately write a report that represents test scores, conveys meaningful information, and is suitable for a range of readers.

2.4 Relationship between course and program learning outcomes and assessments

	Program Learning Outcomes								
CLO	1. Knowledge of discipline	2. Ethical, legal and professional	3. Psychological Assessment & Measurement	4. Intervention Strategies	5. Research and evaluation	6.Communication and interpersonal	7. Working with diverse groups	8. Practice across the lifespan	**Assessment**
1.	Lectures, practicals	Lectures, practicals	Lectures, practicals			Lectures, practicals	Lectures, practicals	Lectures, practicals	Test admin, marking/report, quizzes
2.	Lectures, practicals		Lectures, practicals						Test admin, marking/report, quizzes
3.	Lectures, practicals		Lectures, practicals						Test admin, marking/report, quizzes
4.	Lectures, practicals		Lectures, practicals				Lectures, practicals	Lectures, practicals	Marking/report, quizzes
5.	Lectures, practicals	Lectures, practicals	Lectures, practicals			Lectures, practicals		Lectures, practicals	Test admin, marking/report, quizzes

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course entails theoretical and practical components and will be presented in a series of 1 hour lectures and 2 hour practicals. The course covers fundamental issues for students training to become Clinical Psychologists and case examples throughout the course are provided to ensure relevance is clear.

The teaching strategies of PSYC7001 are designed to encourage you to think and act as professional interns. Material covering important theoretical and practical knowledge, general principles in assessment and particular methodological issues to do with test instruments will be covered in lectures. Specific skills in tests and assessment procedures will be taught in practical tutorials. Test interpretation and report writing will be taught via programmed assignment work or other activities in the tutorials.

Students are encouraged to work both independently and in small groups to learn test administration and test interpretation. While tutorial time will focus upon teaching skills in targeted assessment procedures, it is expected that students will practice these techniques outside formal teaching hours in order to reach a criterion level of competency. Students should also make use of the Test Library, to acquaint themselves with different kinds of tests available for assessment that are not necessarily covered in the course. This is a unique opportunity to develop this knowledge base, because few professional settings will offer as expansive a resource in tests as does the UNSW Test Library. In order to learn the theoretical components of the course, students will need to study lecture notes and prescribed readings.

As a result of the teaching and learning strategies outlined in this course, it is expected that students who have completed PSYC7001 will be able to confidently and safely undertake basic assessments and reports for real clients, under the supervision of a professional psychologist. They should be able to appreciate the limits and relevance of common tests for people from diverse cultural backgrounds or with limited education. They should also be able to act as informed consumers of psychological tests, able to identify criteria for analysing and choosing appropriate tests for particular needs.

3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide, Program Guide and statement on Inherent Requirements of the Master of Psychology programs on the Program website.

All news updates and announcements will be made on the ‘Announcements’ forum on the Moodle page and/or by email. It is the student’s responsibility to check Moodle and their student emails regularly to keep up to date.

Students registered with Equitable Learning Services must contact the Course Convenor immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. An Equitable Learning Plan must be emailed to the course coordinator as soon as they are made available.

4. Course schedule and structure

This course consists of 1 hour of lecture material and 2 hours of face to face tutorials per week. Each week students are expected to take an additional 5-6 hours of online modules and/or self-determined study to complete assessments, readings, and exam preparation.

Week	Lecture topic/s	Tutorial topics	Online modules	Self-determined activities
Week 1 14/02/2023	Introduction to Assessment (SM)	Introducing the WAIS-IV (CG)		Readings, revision
Week 2 21/02/2023	Description of the WAIS-IV (AO)	Description of WAIS-IV Subtests (CG)	Case studies/Group forum discussion	Readings, revision
Week 3 28/02/2023	Psychometric Interpretations (AO)	Description of WAIS-IV Subtests (CG)	Case studies/Group forum discussion	Readings, revision, assessments, exam preparation
Week 4 7/03/2023	Assessing memory (AO)	WAIS-IV Scoring (CG)	Case studies/Group forum discussion	Readings, revision, assessments, exam preparation
Week 5 14/03/2023	Description of the WMS-IV (AO)	Description of WMS-IV Subtests (CG)	Case studies/Group forum discussion	Readings, revision, assessments, exam preparation
Week 6 21/03/2023	Assessing other cognitive functions. Consideration of cross-cultural factors (SM)	Description of WMS-IV Subtests (CG)	Case studies/Group forum discussion	Readings, revision, assessments, exam preparation
Week 7 28/03/2023	Assessing change and premorbid intelligence + Further considerations in assessment (SM)	Interpretation of the WAIS-IV/WMS-IV Scores (CG)	Case studies/Group forum discussion	Readings, revision, assessments, exam preparation
Week 8 4/04/2023	Assessing child intelligence (ARH)	Description of the WISC-V (CG)		

Week 9 11/04/2023	Assessing child intelligence (ARH)	Other Adult Neuropsychological Tests (CG)	Case studies/Group forum discussion	Readings, revision, assessments, exam preparation
Week 10 18/04/2023	Assessing children (ARH)	Description of the WIAT-III and other Child Neuropsychological Tests (CG)	Other adult assessment tools	Readings, revision, assessments, exam preparation
Week 11 25/04/2023	Choosing a good test Putting it altogether (SM)	Other Adult and/or Child Neuropsychological Tests and Questionnaires (CG)		Readings, revision, exam preparation

SM= Skye McDonald, AO = Amanda Olley, CG = Chelvi Ganeslingam, ARH = Antoinette Redeblado Hodge

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The course in 2023 is planned to be face to face. However, as a back up in case attendees or lecturers are ill or COVID restrictions come into play, the following zoom link can be used:

https://unsw.zoom.us/j/89651528161?pwd=bkF6UUVzV0xOdFBYOVJVcjBSc1puZz09

Passcode is 819106

This is a recurring zoom meeting and will be automatically recorded.

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy. Each of these represent hurdle tasks which must be passed for the course to be a Pass

Assessment task	Length	Mark	Due date	Expected criteria for pass
Assessment 1: Weekly quizzes	Varied	Satisfactory/ Unsatisfactory	Weekly from week 6	80% correct
Assessment 2: Test administration vivas	2 hours	Satisfactory/ Unsatisfactory	End of week 8	Mastery as assessed in vivo
Assessment 3: WAIS/WMS marking and report	Report: max 4 pages (1.5 line spacing)	Satisfactory/ Unsatisfactory	End of Week 9	Accurate scoring of tests, accurate interpretation of tests, clear concise writing
Assessment 4: Child assessment report	Report: max 3 pages (1.5 line spacing)	Satisfactory/ Unsatisfactory	End of Week 11	A written report that clearly communicates, in lay language, a child assessment

Assessment 1: There will be short weekly quizzes commencing in week 6 that can be completed on-line. These will quiz knowledge of information covered in both lectures and tutorials, focusing on material other than the adult intelligence (WAIS-IV) and memory (WMS-IV) tests, for example, other tests for assessing cognitive function and memory, how to assess premorbid intelligence, how to assess change, and how to assess children. All assessments use competency-based standards. You must receive satisfactory on all assessment items to pass the course. To be satisfactory, the student needs to score at least 80% correct on each quiz. Feedback on quizzes is provided immediately, at the completion of each quiz.

Assessment 2: All students need to meet the criterion of complete competency in test administration. This will be assessed individually. Individual WAISIV vivas will t be organised after Week 4 and before Week 8. All assessments use competency-based standards. You must receive satisfactory on all assessment items to pass the course. To be satisfactory, students must demonstrate mastery of the test. Failure to pass this component will be considered a failure of the course. Oral feedback is given immediately and also via a marked rubric with written comments, within 10 working days.

Assessment 3: This assessment has 3 stages. For the first stage students will be required to score a complete adult intelligence test profile. For the second stage students will be required to score a complete adult memory test profile. For the third stage students will be expected to write a professional report (max 4 pages) using the test results from the two earlier exercises. This assessment needs to be submitted via Turnitin by the end of Week 9. All assessments use competency-based standards. You must receive satisfactory on all assessment items to pass the course. To be satisfactory, the submission must demonstrate accurate scoring of tests, accurate interpretation of test scores and clear concise writing. Feedback via a marked rubric and written comments will be provided within 10 working days.

Assessment 4: The ability to write simple reports for family and health professionals that do not use jargon and provide practical suggestions is an important professional skill. To assess this competency, students will be provided with information about an assessment of a child and will be asked to use this to write a simple report (max 3 pages), including bullet point recommendations for the parents. All assessments use competency-based standards. You must receive satisfactory on all assessment items to pass the course. To be satisfactory, thewritten report should clearly communicate, in lay language, evaluation of a child assessment and recommendations. The report is due to be submitted to Turnitin in Week 10 and feedback, in terms of a marked rubric and comments, will be provided within 10 working days.

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://student.unsw.edu.au/assessment

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Written pieces of assessment: In accordance with UNSW Assessment Policy the final assessment piece (written report) for Assessment 2 and 3 must be submitted online via Turnitin. No paper or emailed copies will be accepted. The two intermediary pieces (WAIS and WMS scoring exercises) must be submitted on paper, by hand, during the class in Weeks 5 and 7 respectively.

Late penalties: deduction of marks for late submissions will be in accordance with School policy (see: Psychology Student Guide).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an assessment, the application must be submitted prior to the assessment being submitted. If a student submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see https://student.unsw.edu.au/special-consideration.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Quizzes	Week 6-11	Lecturer	On-line	Written
Test administration vivas	Immediate	6th year trainee	In person	Verbally
WAIS marking	Week 6	Tutor	In class	Written and verbally
WMS marking	Week 8	Tutor	In class	Written and verbally
Report 1	Week 11	Tutor	In class	Written
Report 2	Week 13	Tutor	On-line	Written

6. Academic integrity, referencing and plagiarism

The APA (7th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

APA 7th edition.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits**:** honesty, trust, fairness, respect, responsibility and courage.[1] At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site https://student.unsw.edu.au/plagiarism**,** and
- The *ELISE* training site http://subjectguides.library.unsw.edu.au/elise

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

7. Readings and resources

Textbook	There is no prescribed textbook although readings will be suggested throughout the course. Many students will have a basic text on Psychological Assessment which can be a useful background reference. There are many such texts in the library. Other useful references that can be found in Open Reserve include: Sattler, J. (2001). Assessment of children: Cognitive applications.

[1] International Centre for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

	San Diego: Jerome Sattler Publisher, Inc. Lichtenberger, E.O & Kaufman, A.S. (2009) Essentials of WAISIV Assessment Wiley: New York. Kline, P. (2000) Handbook of Psychological Testing (2nd Edition) London: Routledge. Lezak, M.D. Howieson, D.B. & Bigler, E. & Tranel, D. (2012) Neuropsychological Assessment. Fifth edition, Oxford University Press, New York. Mitrushina, M, Boone, K.B., D'Elia, L.F. (2005) Handbook of Normative data for Neuropsychological Assessment (2nd Edition). New York: Oxford University Press Snyder, P.J. and Nussbaum, P.D. (1999) Clinical Neuropsychology: A pocket book for assessment. Washington, DC, American Psychological Association. Sherman, E., Tan,J. & Hrabok, M (2023) A Compendium of Neuropsychological Tests: Fundamentals of Neuropsychological Assessment and Test Reviews for Clinical Practice (4th Edition): New York: Oxford University Press
Course information	Available on Moodle
Required readings	School of Psychology Student Guide.
Recommended internet sites	UNSW Library UNSW Learning Centre ELISE Turnitin Student Code of Conduct Policy concerning academic honesty Email policy UNSW Anti-racism policy statement UNSW Equity and Diversity policy statement UNSW Equal opportunity in education policy statement

8. Administrative matters

The School of Psychology Student Guide contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances

- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/
- Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing
- Equitable Learning Services: https://www.student.unsw.edu.au/els
- UNSW IT Service Centre: https://www.it.unsw.edu.au/students/index.html