**UNSW Course Outline**

# PSYC7001 Psychological Assessment - 2024

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## General Course Information

**Course Code :** PSYC7001
**Year :** 2024
**Term :** Term 1
**Teaching Period :** T1
**Is a multi-term course? :** No
**Faculty :** Faculty of Science
**Academic Unit :** School of Psychology
**Delivery Mode :** In Person
**Delivery Format :** Standard
**Delivery Location :** Kensington
**Campus :** Sydney
**Study Level :** Postgraduate
**Units of Credit :** 6

Useful Links

[Handbook](Handbook) [Class Timetable](Class Timetable)

## Course Details & Outcomes

### Course Description

Psychological Assessment 1 teaches candidates 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 and 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 candidates 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.

## 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.

# Course Learning Outcomes

| Course Learning Outcomes |
| --- |
| CLO1 : Administer and score psychometric tests associated with intelligence, memory, academic performance and other areas including language and executive function. |
| CLO2 : Relate the constructs measured by different tests and interpret differences between scores. |
| CLO3 : Evaluate the importance of qualitative and convergent information, and the limitations surrounding test measurement. |
| CLO4 : 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. |
| CLO5 : Competently and accurately write a report that represents test scores, conveys meaningful information, and is suitable for a range of readers. |

| Course Learning Outcomes | Assessment Item |
| --- | --- |
| CLO1 : Administer and score psychometric tests associated with intelligence, memory, academic performance and other areas including language and executive function. | • Test administration vivas<br>• WAIS/WMS marking and report |
| CLO2 : Relate the constructs measured by different tests and interpret differences between scores. | • Child assessment report<br>• Weekly quizzes<br>• WAIS/WMS marking and report |
| CLO3 : Evaluate the importance of qualitative and convergent information, and the limitations surrounding test measurement. | • Child assessment report<br>• Weekly quizzes<br>• WAIS/WMS marking and report |
| CLO4 : 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. | • Child assessment report<br>• Weekly quizzes<br>• WAIS/WMS marking and report |
| CLO5 : Competently and accurately write a report that represents test scores, conveys meaningful information, and is suitable for a range of readers. | • Child assessment report<br>• Weekly quizzes<br>• WAIS/WMS marking and report |

# Learning and Teaching Technologies

Moodle - Learning Management System

# Additional Course Information

The course in 2024 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.

# Assessments

## Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|---|---|---|
| Child assessment report<br>Assessment Format: Individual | 25% | Due Date: Week 11: 22 April - 28 April |
| Test administration vivas<br>Assessment Format: Individual | 25% | Start Date: Not Applicable<br>Due Date: Week 7: 25 March - 31 March |
| Weekly quizzes<br>Assessment Format: Individual | 25% | Due Date: Week 12: 29 April - 05 May |
| WAIS/WMS marking and report<br>Assessment Format: Individual | 25% | Start Date: Not Applicable<br>Due Date: Week 9: 08 April - 14 April |

## Assessment Details
### Child assessment report

Assessment Overview

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, the written 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.

Course Learning Outcomes

- CLO2 : Relate the constructs measured by different tests and interpret differences between scores.
- CLO3 : Evaluate the importance of qualitative and convergent information, and the limitations surrounding test measurement.

- CLO4 : 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.
- CLO5 : Competently and accurately write a report that represents test scores, conveys meaningful information, and is suitable for a range of readers.

### Assessment Length

3 pages

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

# Test administration vivas

### Assessment Overview

All students need to meet the criterion of complete competency in test administration. This will be assessed individually. Individual WAISIV vivas will 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.

### Course Learning Outcomes

- CLO1 : Administer and score psychometric tests associated with intelligence, memory, academic performance and other areas including language and executive function.

# Weekly quizzes

### Assessment Overview

There will be short weekly quizzes commencing in week 6 that can be completed online. 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.

### Course Learning Outcomes

- CLO2 : Relate the constructs measured by different tests and interpret differences between scores.
- CLO3 : Evaluate the importance of qualitative and convergent information, and the limitations surrounding test measurement.
- CLO4 : 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.
- CLO5 : Competently and accurately write a report that represents test scores, conveys meaningful information, and is suitable for a range of readers.

## WAIS/WMS marking and report

### Assessment Overview

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.

### Course Learning Outcomes

- CLO1 : Administer and score psychometric tests associated with intelligence, memory, academic performance and other areas including language and executive function.
- CLO2 : Relate the constructs measured by different tests and interpret differences between scores.
- CLO3 : Evaluate the importance of qualitative and convergent information, and the limitations surrounding test measurement.
- CLO4 : 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.
- CLO5 : Competently and accurately write a report that represents test scores, conveys meaningful information, and is suitable for a range of readers.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

# General Assessment Information

All assessments use competency-based standards. You must receive satisfactory on all

assessment items to pass the course.

<u>Grading Basis</u>

Satisfactory

<u>Requirements to pass course</u>

Must be satisfactory across all assessment items.

# Course Schedule

| Teaching Week/Module | Activity Type | Content |
|---|---|---|
| Week 1 : 12 February - 18 February | Seminar | Introduction to Assessment (CG)<br>Introducing the WAIS-IV (CG) |
| Week 2 : 19 February - 25 February | Seminar | Description of the WAIS-IV (AO)<br>Description of WAIS-IV Subtests (CG) |
| Week 3 : 26 February - 3 March | Seminar | Psychometric Interpretations (AO)<br>Description of WAIS-IV Subtests (CG) |
| Week 4 : 4 March - 10 March | Seminar | Assessing memory (AO)<br>WAIS-IV Scoring (CG) |
| Week 5 : 11 March - 17 March | Seminar | Description of the WMS-IV (AO)<br>Description of WMS-IV Subtests (CG) |
| Week 6 : 18 March - 24 March | Seminar | Description of the WMS-IV (AO)<br>Description of WMS-IV Subtests (CG) |
| Week 7 : 25 March - 31 March | Seminar | Assessing change and premorbid intelligence + Further considerations in assessment (SM)<br>Interpretation of the WAIS-IV/WMS-IV Scores (CG) |
| Week 8 : 1 April - 7 April | Seminar | Assessing child intelligence (ARH)<br>Description of the WISC-V (CG) |
| Week 9 : 8 April - 14 April | Seminar | Assessing child intelligence (ARH)<br>Other Adult Neuropsychological Tests (CG) |
| Week 10 : 15 April - 21 April | Seminar | Assessing children (ARH)<br>Description of the WIAT-III and other Child Neuropsychological Tests (CG) |
| Week 11 : 22 April - 28 April | Seminar | Choosing a good test<br>Putting it altogether (SM)<br>Other Adult and/or Child Neuropsychological Tests and Questionnaires (CG) |

# Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

# General Schedule Information

Classes are held during term on Tuesdays, 4pm - 7pm in MAT1616 (Mathews Building, Level 16).

# Course Resources

## Recommended Resources

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. 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

# Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|---|---|---|---|---|---|---|---|
| Convenor | Skye McDonald | | Mat1011 | | on request | No | Yes |
| Lecturer | Amanda Olley | | Level 8 | | On request | No | No |
| | Chelvi Ganeslingam | | | | On request | No | No |
| | Antoinette Redoblado Hodge | | | | On request | No | No |

# Other Useful Information

## Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the UNSW Student Code of Conduct Website.

## Academic Honesty and Plagarism

**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. 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, plagiarism and the use of AI in assessments can be located at:

- The Current Students site,
- The ELISE training site, and
- The Use of AI for assessments site.

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

# Submission of Assessment Tasks

### Penalty for Late Submissions

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

*Any variations to the above will be explicitly stated in the Course Outline for a given course or assessment task.*

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

### Special Consideration

If circumstances prevent you from attending/completing an assessment task, you must officially apply for special consideration, usually within 3 days of the sitting date/due date. You can apply by logging onto myUNSW and following the link in the My Student Profile Tab. Medical documentation or other documentation explaining your absence must be submitted with your application. Once your application has been assessed, you will be contacted via your student email address to be advised of the official outcome and any actions that need to be taken from there. For more information about special consideration, please visit: [https://student.unsw.edu.au/special-consideration](https://student.unsw.edu.au/special-consideration)

**Important note**: UNSW has a "fit to sit/submit" rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## Faculty-specific Information

### Additional support for students

- [The Current Students Gateway](#)
- [Student Support](#)
- [Academic Skills and Support](#)
- [Student Wellbeing, Health and Safety](#)
- [Equitable Learning Services](#)
- [UNSW IT Service Centre](#)
- Science EDI Student [Initiatives](#), [Offerings](#) and [Guidelines](#)