PSYC5010 Psychological Assessment, Ethics, and Professional Skills - 2024

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General Course Information

Course Code : PSYC5010
Year : 2024
Term : Hexamester 3
Teaching Period : KJ
Is a multi-term course? : No
Faculty : Faculty of Science
Academic Unit : School of Psychology
Delivery Mode : Online
Delivery Format : Standard
Delivery Location : Distance Education
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This course will provide an overview of the design and implementation for a range of

psychological assessments, tools and practices. The course will further explore the importance of ethics in psychological research, application, and clinical practice. Students will have the opportunity to develop basic professional skills required for further study and practice in the field of psychology. This course provides fundamental knowledge for further studies in psychology including honours, masters and PhD programs. The course is appropriate for the student with knowledge of advanced statistics and research methods. The course content will be delivered via asynchronous (pre-recorded) lectures, synchronous tutorials, readings and self-paced modules and quizzes.

Course Aims

The aim of this course is to provide an overview of applied psychology in multiple disciplines. The focus of this course will be on promoting the importance of the scientific practitioner model in areas of applied psychology. The students will be provided with the opportunity to learn about the practical applications of psychological principles across a range of applied and professional settings.

Relationship to Other Courses

PSYC5010 is the capstone course. All other courses must be completed before enrolling in PSYC5010.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify the core concepts in psychological testing, assessment, ethics and application.
CLO2 : Describe and explain test construction, implementation and interpretation in applied psychology by utilising research methods and data analysis.
CLO3 : Analyse and evaluate theories and empirical evidence for the application of psychological assessment tools in the context of applied psychology.
CLO4 : Discuss and apply ethical values that are key to research and applied professional practice.
CLO5 : Effectively communicate about the principles of psychological assessment, ethics and application in different formats.
CLO6 : Understand and apply the principles of research and uses of psychological assessment in applied psychology.

Course Learning Outcomes	Assessment Item
CLO1 : Identify the core concepts in psychological testing, assessment, ethics and application.	• Weekly Quizzes • Ethics Portfolio
CLO2 : Describe and explain test construction, implementation and interpretation in applied psychology by utilising research methods and data analysis.	• Critical Evaluation Essay
CLO3 : Analyse and evaluate theories and empirical evidence for the application of psychological assessment tools in the context of applied psychology.	• Weekly Quizzes • Critical Evaluation Essay
CLO4 : Discuss and apply ethical values that are key to research and applied professional practice.	• Ethics Portfolio
CLO5 : Effectively communicate about the principles of psychological assessment, ethics and application in different formats.	• Critical Evaluation Essay • Ethics Portfolio
CLO6 : Understand and apply the principles of research and uses of psychological assessment in applied psychology.	• Critical Evaluation Essay

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Moodle contains lectures, tutorials, content topic materials, assessment materials, and any updated information. You are expected to check Moodle regularly. You are also expected to

check your UNSW email regularly. All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. You must check Moodle and your student emails regularly to keep up to date.

Given that the course content and all assessable components are delivered online, you must ensure that you have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content. No special consideration will be granted due to internet connection or computer issues arising from personal technical issues. If an internet disconnection takes place during an assessment/exam, there will be no way of changing a mark, and these will be allocated according to the progress that was saved. To help you establish whether your computer/internet access is suitable for the online exam/s, a test quiz is available. This quiz will not contribute to final marks and can be completed multiple times to test computer/internet connection prior to assessments/exams.

NOTE: THIS COURSE REQUIRES SIGNIFICANT WEEKLY ASSESSABLE ENGAGEMENT THROUGH MOODLE. You are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is approximately 20 hours per week (in the 6-week term). Average engagement levels are as follows (a) 2-2.5 hours of engagement with the lecture content (5-6 lectures per week); (b) Tutorial attendance, 3 hours per week including preparation for the tutorial discussion. Note we recommend that you complete the synchronous tutorial, however completion of the recorded asynchronous tutorial will also be accepted; (c) 4.5 hours to complete the assigned activities, including revision modules; (d) 4.5 hours to complete the assigned weekly readings that accompany the content for each lecture topic; (e) 4-5 hours to complete the weekly assessments (secured quizzes) and prepare for the major assessments.

Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation or assessments. Remember, the term times are very short, so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

Tutorial Attendance: Attendance and participation in tutorials is compulsory. All tutorials will be delivered in an online mode, through Blackboard Collaborate. Given that this is a fully online course, it is understood that some students may be unavailable at the designated live tutorial time. Therefore, you will be required to participate in the tutorial either synchronously (as the tutorial is streamed live) or asynchronously (a recorded version of the tutorial). NB: Engagement with online tutorials and timely completion of asynchronous online tutorials is essential in

accordance with UNSW Assessment Implementation Procedure. You are expected to be aware of the UNSW Assessment policy and understand how to apply for special consideration within the Graduate Diploma Special consideration policies and procedures if you cannot complete an assignment/exam due to illness and/or misadventure. It is expected that students have read through the Graduate Diploma in Psychology (5331) Guide.

Additional Course Information

Learning and teaching activities

This is a fully online course, all materials, lectures and tutorials are delivered through Moodle.

The course web page is available through Moodle: https://moodle.telt.unsw.edu.au/login/index. Login with your student number and password, and follow the links to the PSYC page.

The course will be delivered over six weeks, covering six major topic areas. The major topics will be delivered in Weeks 1 to 6, with a new topic presented each week. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is approximately 20 hours per week, including preparation for the weekly quizzes and written assessments.

Each week students can expect the following:

Lectures will be digitally recorded. Links to the lecture recordings will be available on the course web page. Lecture slides will be also available on the Moodle course page. This will be broken down into 6 lectures covering the main concepts for each sub-topic of the week.

Online tutorials will be held in weeks 1-6. There are six (6), two (2) hour tutorials delivered through Blackboard Collaborate on the Moodle course page each week. All tutorials will be live streamed for synchronous participation and recorded for asynchronous participation, should a student be unable to join the synchronous tutorial at the designated time. Students will be able access the recorded tutorials, including a transcript of tutor and student contributions, for the remainder of the course. Tutorial discussions are based on lecture content and readings. In order to participate in class discussions, you will need to prepare for tutorials by reviewing the available materials.

Online activities: Each week there will be a range of online activities, including formative revision quizzes and interactive learning modules. These activities will allow students to explore the

topics of the week in greater depth and provide formative assessment for the students and revision opportunities.

Readings: There will be assigned readings each week that cover the major topic of the week. Students will need to read scientific journal articles in order to prepare for the online tutorials. In addition, as part of this preparation students are encouraged to post one comment/discussion point on the Study Group Forum and reply to the comment of at least two other students in the course.

The general discussion forum connects students in the course to encourage discussion of weekly content, revision, or topics of interest with each other. Regular engagement in the Study Group Forum will help students gain an understanding of the material, critique the contributions of fellow students, and help develop written communication skills.

The Q and A forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures and readings. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other students' posts to enhance understanding of the content, critical thinking, and written communication skills.

Formative topic revision quizzes are available for students that provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Weekly Quizzes Assessment Format: Individual	10%	Start Date: Thursday Week 1-6 at 7am Due Date: Sunday Week 1-6 at 11:59pm
Critical Evaluation Essay Assessment Format: Individual	50%	Start Date: Week 1 Due Date: Week 3
Ethics Portfolio Assessment Format: Individual	40%	Start Date: Week 1 Due Date: Week 5

Assessment Details
Weekly Quizzes

Assessment Overview

You will be required to complete 6 quizzes under official exam conditions. Quizzes are conducted under timed conditions and are designed to be taken without reference to lecture notes or study resources. These quizzes will cover the content of the lectures and readings. The quizzes will be held in weeks 1-6 and will cover content presented in the week they are released. The weekly quizzes form part of a continuous assessment. The top five grades out of the six quizzes will be used to count towards the final weekly quiz grade which accounts for 20% of the course mark. The purpose of this assessment is to test your level of comprehension regarding the course material. Your marks and solutions will be provided on completing each quiz.

Course Learning Outcomes

- CLO1 : Identify the core concepts in psychological testing, assessment, ethics and application.
- CLO3 : Analyse and evaluate theories and empirical evidence for the application of psychological assessment tools in the context of applied psychology.

Assessment Length

20 multiple choice questions

Submission notes

Moodle quiz

Assessment information

Not applicable

Assignment submission Turnitin type

Not Applicable

Critical Evaluation Essay

Assessment Overview

The aim of this assessment is to write a critical evaluation of a psychological assessment tool or tools that is used in a specified area of applied psychology.

You will write an essay that focuses on the appropriateness of assessment in psychology and the issues relating to the reliability and validity of a measure. You will review the current literature in order to discuss the critical issues in psychological assessment.

You will need to apply critical thinking skills in order to review and evaluate the psychological assessment tool. The word limit for this essay is 2000 words. The assessment information will be available on the first day of the course. The assessment is due in Week 3. You will receive feedback through annotated rubric and a series of in-text comments. You will prepare for this assessment by participation in tutorial activities and reviewing the course materials.

<u>Course Learning Outcomes</u>

- CLO2 : Describe and explain test construction, implementation and interpretation in applied psychology by utilising research methods and data analysis.
- CLO3 : Analyse and evaluate theories and empirical evidence for the application of psychological assessment tools in the context of applied psychology.
- CLO5 : Effectively communicate about the principles of psychological assessment, ethics and application in different formats.
- CLO6 : Understand and apply the principles of research and uses of psychological assessment in applied psychology.

<u>Assessment Length</u>

2000 words

<u>Submission notes</u>

Text file

<u>Assessment information</u>

Not applicable

<u>Assignment submission Turnitin type</u>

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

Ethics Portfolio

<u>Assessment Overview</u>

The aim of this assessment is to provide you with the opportunity to develop critical thinking and research design skills, and to raise awareness of the complexity of ethical issues involved in conducting research in psychology.

You will identify an ethical concern or concerns in a research scenario and discuss the concerns and the solutions using the appropriate ethics code and guidelines.

You will be provided with a template to complete this assignment task. This template indicates the information you need to provide along with the word limit for each section. You will complete

this assessment by answering questions in the provided answer template. The word limit for this assessment is 1500 words. The assessment information will be available on the first day of the course. The assessment is due in Week 5. You will receive feedback through annotated rubric and a series of in-text comments.

Course Learning Outcomes

- CLO1 : Identify the core concepts in psychological testing, assessment, ethics and application.
- CLO4 : Discuss and apply ethical values that are key to research and applied professional practice.
- CLO5 : Effectively communicate about the principles of psychological assessment, ethics and application in different formats.

Assessment Length

1500 words

Submission notes

Text file

Assessment information

Not applicable

Assignment submission Turnitin type

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

General Assessment Information

Not applicable

Grading Basis

Standard

Requirements to pass course

Not applicable

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 6 May - 12 May	Lecture	History of psychology Lectures 1 and 2: History of psychology as a scientific discipline Lecture 3 and 4: Voluntarism and Structuralism and Gestalt and Structuralism Lectures 5 and 6: Behaviourism and cognitive cience
	Tutorial	Online tutorial discussion based on lectures and readings. You will discuss the history and significance of psychology as a scientific discipline.
Week 2 : 13 May - 19 May	Lecture	Intelligence testing Lectures 1 and 2: History and assessment Lectures 3 and 4: Test bias and cultural bias Lectures 5 and 6: Improving intelligence: assessing the evidence
	Tutorial	Online tutorial discussion based on lectures and readings. You will discuss the development and implementation of a range of intelligence tests. There will be a focus on the complexity of defining intelligence and the importance for cultural sensitivity in these assessments.
Week 3 : 20 May - 26 May	Lecture	Psychological Assessment Tools Lectures 1 and 2: What are psychological tests? Lectures 3 and 4: The use and significance of psychological testing Lecture 5: Testing in clinical settings and evidence-based assessment
	Tutorial	Online tutorial discussion based on lectures and readings. You will discuss an overview of the importance of psychological assessment. Students will have the opportunity to explore the history, development and use of different assessment tools across a broad range of areas.
Week 4 : 27 May - 2 June	Lecture	Ethics in psychology Lectures 1 and 2: Moral philosophies and ethical perspective Lectures 3 and 4: Ethics codes and controversies Lectures 5 and 6: Research with LGBTQI communities
	Tutorial	Online tutorial discussion based on lectures and readings. You will discuss the importance of ethics codes in research and practice in psychology.
Week 5 : 3 June - 9 June	Lecture	Psychology and Law Lectures 1,2,3 and 4: Eyewitness confidence and identification accuracy Lectures 5 and 6: Sex offenders
	Tutorial	Online tutorial discussion based on lectures and readings. You will discuss the issues involved in the assessment of eyewitness identification confidence and accuracy.
Week 6 : 10 June - 16 June	Lecture	Clinical skills Lectures 1 and 2: Legislation and professional ethics Lectures 3 and 4: Clinical assessment and diagnosis Lectures 5 and 6: Evidence-based practice
	Tutorial	Online tutorial discussion based on lectures and readings. You will discuss the legislation and ethics of psychological practice; how psychologists perform clinical assessments and diagnose mental illness; and the nature of evidence-based interventions.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

Each week this course typically consists of 2-2.5 hours of lecture material, 2 hours of face to face tutorials, and 4.5 hours of online activities. Students are expected to take an additional 5-6 hours each week of self-determined study to complete assessments, readings, and quiz preparation.

Course Resources

Prescribed Resources

Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.

E-books and MindTap resources are provided on Moodle.

Recommended Resources

Not applicable

Additional Costs

Not applicable

Course Evaluation and Development

In order to gather comprehensive student feedback on the course, we utilise the anonymous myExperience survey as one of the primary methods. This survey provides a structured platform for students to share their thoughts, opinions, and suggestions regarding various aspects of the course. Additionally, students are encouraged to email their feedback directly to the program authorities for further discussion and consideration. The myExperience survey will be administered towards the end of the course to capture students' experiences and perspectives. The survey will cover different dimensions of the course, including teaching quality, course materials, assessments, and overall learning environment. The anonymous nature of the survey ensures that students can express their feedback freely and honestly.

Once the survey responses are collected, they will be analysed. The analysis will involve examining both quantitative and qualitative data to identify common themes, patterns, and areas for improvement. Quantitative data, such as ratings responses, will be aggregated and summarised to gain a quantitative overview of student satisfaction and areas of concern. Qualitative feedback, such as open-ended comments, will be carefully reviewed and categorised to extract valuable insights and specific suggestions.

Based on the findings from the analysis, appropriate actions will be taken to address the identified areas for improvement. These actions may include revising course materials, adjusting teaching approaches, providing additional support resources, or modifying assessment methods.

Feedback from students is considered a valuable asset in shaping the course. We aim to create a more student-centred learning experience by actively seeking and incorporating student input. The feedback students provide serves as a catalyst for continuous improvement and ensures that the course responds to their needs and expectations.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Program director	Lidija Krebs-Lazendic					No	Yes
Administrator	Deliana Freky					No	No

Other Useful Information

School Contact Information

For GD Psych courses (PSYC5001 - PSYC5010), please email: gdpsychology@unsw.edu.au.

For GCChildDev courses (PSYC5111 - PSYC5116), please email: gcchilddev@unsw.edu.au