School of Psychological Sciences

THE UNIVERSITY OF NEWCASTLE AUSTRALIA

COURSE OUTLINE

OVERVIEW

Course Description
Psychological assessment is critical for understanding the strengths and limitations of individuals with a clinical disorder. This course provides students with the opportunity to explore and analyse the theoretical underpinnings and practical approaches to measuring psychological constructs. The course explores issues of validity and reliability, cultural and ethical considerations. Students acquire practical skills in administration, scoring, interpretation, and reporting of various psychological tests across the lifespan. Assessment covers many areas of expertise and skill including understanding referral questions and disorders of cognition, acquiring relevant information about the client's history, choosing appropriate psychological tests, administering tests in clinical and other settings, interpreting test results, and writing a report summarising assessment results with conclusions and recommendations for intervention, as well as evaluating the effectiveness of such interventions.

Requisites
This course is only available to students enrolled in the Master of Professional Psychology [40117], the Master of Clinical Psychology [40187], or the Doctor of Philosophy (Clinical Psychology) [11539].

Assumed Knowledge
It is assumed that students will have completed a four-year program in Psychology which has been accredited by the Australian Psychology Accreditation Council (APAC).

Contact Hours
Callaghan
Online Activity
Self-Directed
1.5 hour(s) per Week for Full Term

Seminar
Face to Face on Campus
1.5 hour(s) per Week for Full Term

Unit Weighting
10

Workload
Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10-unit course. This equates to 10 hours per week to be spent in the following way:
- 1.5 hours of self-directed engagement with online learning prior to the weekly seminar (watching pre-recorded videos, completing associated learning activities, or reviewing discussion questions for class)
- 1.5 hours of face-to-face learning (practicing test administration, small group discussions, problem-based learning scenarios during the seminar)

- 1.5 hours reviewing content after the in-class session or completing additional required training (Q-interactive training, course readings, reviewing lecture slides/notes following in-class activities; reading test manuals)
- 3 hours test administration practice (at home or on campus) – from Week 2 onwards
- 2.5 hours working towards written assignments (reviewing case materials, reviewing lecture content on report writing, reading test manuals on interpretation e.g. ABAS-III, WAIS-IV, WISC-V, WIAT-III, draft report sections) – from Week 2 onwards

CONTACTS

Course Coordinator	**Callaghan** Dr Sharon Savage Sharon.Savage@newcastle.edu.au (02) 4055 3486 Consultation: appointment by email
Teaching Staff	Dr Stacey McMullen, Indigenous Scholar Fiona Dyet, Clinical Neuropsychologist
School Office	**School of Psychological Sciences** W210 – Behavioural Sciences Building Callaghan psyc-admin@newcastle.edu.au +61 2 4921 5505

SYLLABUS

Course Content

- Identification and understanding of psychological test development and critical appraisal of psychometric properties of commonly used tests.
- Disorders affecting cognition across the lifespan including review of sensory processes, perception, attention, executive function, language, memory, and learning.
- Understanding referral questions (reasons for assessment) and acquisition of relevant history
- Selection and administration of appropriate psychological tests including intelligence, aptitude, adaptive, achievement, personality, behaviour, and vocational assessment.
- Standardised administration of a test of intelligence, mood, and outcome scales
- Interpretation of assessment results, report writing and recommendations for intervention
- Social, cultural (including indigenous) and ethical issues that arise when conducting psychological assessments and reporting results.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Identify and understand the relevant aspects of psychological test construction and critically appraise them. (Competencies 2.3, 3.1, 3.16)
2. Relate social, cultural, and ethical issues (public safety) to psychological testing and apply this knowledge to the choice of appropriate tests. (Competencies 3.2, 3.12, 4.2.2)
3. Perform appropriate standardised psychometric testing as part of a broader assessment to assess and interpret aspects of functioning. (Competencies 3.4, 4.2.2)
4. Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language. (Competencies 3.6, 3.8, 3.16)
5. Develop appropriate psychological and behavioural interventions based on results from psychometric assessment. (Competencies 3.4, 4.2.2, 4.2.3)

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Course Assessment Requirements:

- Assessment 1 – Adult Cognitive Assessment - Written Assignment and Practical Assignment (viva): Pass Requirement Students must pass both the written and practical assessment items to pass the course. Students are required to demonstrate proficiency in test interpretation and in administering and scoring a cognitive test such as the Wechsler Adult Intelligence Scale.
  Students must pass this assessment task to gain a pass in this course.

- Assessment 2 — Child Cognitive Assessment - Written Assignment: Pass Requirement – Students must pass this assessment item to pass the course.

SCHEDULE

Week	Week Begins	Topic	Presented By	Assessment Due
1	26 Feb	Principles of Psychological Testing, Social, cultural, and ethical issues; Q-interactive setup	Dr Sharon Savage (Clinical Neuropsychologist)	
2	4 Mar	Introduction to intelligence testing (Part 1) Assessing mental health and wellbeing. Intelligence test administration and scoring – WAIS practice (VCI subtests)	Dr Sharon Savage (Clinical Neuropsychologist)	
3	11 Mar	Introduction to intelligence testing (Part 2) Assessing adaptive function Intelligence test administration and scoring – WAIS practice (PRI subtests)	Dr Sharon Savage (Clinical Neuropsychologist)	
4	18 Mar	Introduction to intelligence testing (Part 3) Steps in analysing and reporting WAIS data Intelligence test administration and scoring – WAIS practice (WMI & PSI subtests)	Dr Sharon Savage (Clinical Neuropsychologist)	
5	25 Mar	Formulation, writing recommendations and giving verbal feedback	Dr Sharon Savage (Clinical Neuropsychologist)	
6	1 Apr	Introduction to child cognitive assessment. Behaviour, mood and mental health Problem based learning exercises and case examples	Fiona Dyet (Clinical Neuropsychologist)	
7	8 Apr	Introduction to intelligence assessment in children. WISC-V interpretation Problem based learning exercises and case discussion	Fiona Dyet (Clinical Neuropsychologist)	Assessment 1: Adult Written Report due 1: 8.4.23
		Mid Term Break		
		Mid Term Break		
8	29 Apr	Tests of achievement across the lifespan. WIAT-III administration and interpretation Problem based learning exercises and case discussion	Fiona Dyet (Clinical Neuropsychologist)	
9	6 May	Assessing and diagnosing Specific Learning Disorders	Fiona Dyet (Clinical Neuropsychologist)	
10	13 May	Report writing, evidence-based recommendations and interventions Problem based learning exercises and case discussion.	Fiona Dyet (Clinical Neuropsychologist)	
11	20 May	Memory assessment) Test administration (WMS-IV, CVLT-III)	Dr Sharon Savage (Clinical Neuropsychologist)	
12	27 May	Next steps in adult cognitive assessment Disorders of cognition across the lifespan; Understanding referral questions and selection of appropriate tests Reliable change Final revision for WAIS viva	Dr Sharon Savage (Clinical Neuropsychologist)	Assessment 2 – Child Written Report due 27.5.24
13	3 June	Tests of aptitude, personality, and vocational assessment Problem based learning exercises (PAI)	Dr Heather Douglas	Assessment 1: Practical Assignment ** (see viva schedule - one of these dates only)
		Examination Period - Assessment 1: Practical Assignment ** (see viva schedule - one of these dates only		

Examination Period

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Adult Cognitive Assessment and Report*	Assessment 1 – Written Assignment: Due midday 8.4.2024 Assessment 1 – Practical Assignment: This is a practical assessment (viva) and students must be available on one of the advertised dates. A schedule will be provided in class and on Canvas	Individual	50%	1, 3, 4, 5
2	Child Cognitive Assessment and Report*	midday 27.5.2024	Individual	50%	2, 4, 5

* This assessment has a compulsory requirement.

Late Submissions The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Adult Cognitive Assessment and Report

Assessment Type Written Assignment

Description Assessment 1 comprises 2 parts:
Part 1: Written adult cognitive assessment report of 2000 words. Note this is a graded assignment, contributing 50% of the course mark)
Part 2: Administration of Wechsler Adult Intelligence Scale (WAIS-IV) - average length of 30 mins viva (maximum 45 mins) to conduct this assessment, followed by brief initial feedback (10-15 mins). Note this is a Pass/Fail assignment and does not formally contribute to the course mark

Weighting 50%

Compulsory Requirements Pass Requirement - Students must pass this assessment item to pass the course.

Length 2000 words + 30-45 min practical assessment. Word limits include headings, sub-heading, in-text citations, quotes and referencing but does not include the list of references, appendices, and footnotes. The word limit will allow a tolerance of 10% and any work after the maximum word limit will not be included within the allocation of marks. In other words, the marker will STOP reading at 2200 words.

Due Date Assessment 1 Part 1 (Written assignment): Due midday 8.4.2024
Assessment 1 Part 2 (Practical assignment): This is a practical assessment (viva) and students must be available on one of the advertised dates.
A schedule will be provided in class and on Canvas

Submission Method Online
Assessment 1 Part 1 (Written assignment): Online Canvas
Assessment 1 Part 2 (Practical assignment): You will be provided with the location

Assessment Criteria Part 1: This written assessment addresses the course objectives of knowledge acquisition and demonstrated assimilation of psychological assessment data. Upon reflection and analysis students will produce a well-articulated, concise document to convey evidence-based understanding of concepts and topics. It requires understanding of test selection and interpretation of scores and requires students to develop of evidence-based recommendations and communication of this information in written form. See marking rubric on Canvas

Part 2: Practical assessment - This assessment is designed to test the individual student's knowledge and skill in administration of an intelligence test. Knowledge and skills acquired in administration of this psychological test are transferable to many other psychological tests. See marking rubric on Canvas

Return Method	In Person (Practical)
	Online (Written)
Feedback Provided	Online - Written Assignment: within 3 weeks of submission
	Practical Assignment: Initial feedback will be provided in person immediately after the practical assessment, and then confirmed via email within 2 working days following the viva.
	Online - Written Assignment: Comments will be provided on the submitted document via Canvas
	Practical Assignment: Initial feedback will be provided in person immediately after the practical assessment, and then confirmed via email
Opportunity to Reattempt	Students WILL be given the opportunity to reattempt this assessment.
	Students may be permitted to re-attempt one failed compulsory course requirement and can achieve a maximum possible mark of 50% if reattempting the Written Assignment.

Assessment 2 - Child Cognitive Assessment and Report

Assessment Type	Written Assignment
Description	Written child assessment report of 1500 words
Weighting	50%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Length	1500 words. Word limits include headings, sub-heading, in-text citations, quotes and referencing but does not include the list of references, appendices and footnotes. The word limit will allow a tolerance of 10% and any work after the maximum word limit will not be included within the allocation of marks. In other words, the marker will STOP reading at 1650 words.
Due Date	midday 27.5.2024
Submission Method	Online - Submission via Canvas
Assessment Criteria	This written assessment meets the course objectives of knowledge acquisition and demonstrated assimilation of data, upon reflection and analysis, to produce a well-articulated, concise document to convey evidence-based understanding of concepts and topics. Please see marking rubric on Canvas
Return Method	Online
Feedback Provided	Online - within 3 weeks of submission. Online - Written feedback will be provided on the submitted document via Canvas
Opportunity to Reattempt	Students WILL be given the opportunity to reattempt this assessment.
	Students may be permitted to re-attempt one failed compulsory course requirement and can achieve a maximum possible mark of 50% for that assessment item.

ADDITIONAL INFORMATION

Grading Scheme   This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit	Good standard indicating a high level of knowledge and

	(C)	understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:
- Online Activity (Method of recording: Informally via response to online learning activities)
- Seminar (Method of recording: The presenter will record attendance on a hardcopy roll each week)

Communication Methods

Communication methods used in this course include:
- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face-to-face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement. Based on feedback from 2023, content for PSYC6507 is now formally delivered over 13 weeks; WAIS viva is now held at the end of the semester to provide additional time for practice; and online learning materials have been redesigned to facilitate engagement

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35 . Note academic misconduct also includes inappropriate use of artificial intelligence when completing assessment tasks. Please refer to specific assignment briefs for additional information regarding how to avoid academic misconduct for this course.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:
1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item, and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system.
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236

Reasonable Adjustment Plan (RAP)	If you are registered with Accessibility and have been provided with a Reasonable Adjustment Plan (RAP), please ensure that you provide your Course Coordinator with a copy as soon you can or let your Course Coordinator know that you are still waiting for your RAP.
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified, and an amended course outline will be provided in the same manner as the original.

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