



PSYC986

Clinical Psychological Assessment 1

S1 Day 2019

Department of Psychology

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General Information

Unit convenor and teaching staff

Unit Convenor

Lorna Peters

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Contact via lorna.peters@mq.edu.au

C3A 712

Credit points

4

Prerequisites

Admission to MClInPsych

Corequisites

Co-badged status

Unit description

This unit covers the principles and methods of psychological assessment in the clinical context. The focus is on evidence-based assessment of clinical disorders in order to formulate the case and to evaluate progress through, and outcome of, therapy. The unit covers: critical appraisal of published literature for its clinical implications; selection of appropriate assessment techniques; administration, scoring, and interpretation of assessment devices; communication of information about assessments (report-writing and feedback to clients); and ethical principles relating to assessment. The assessment tools covered in the course include tests of cognition, diagnosis (structured and semi-structured interviews), and psychopathology (especially anxiety disorders and mood disorders, including suicide risk assessment), and treatment process variables. Methods of assessment covered include standardized tests, structured and semi-structured interviews, and behavioural observations, amongst others.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Apply an evidence-based framework for selecting and judging the quality of psychological tests for treatment planning and outcome assessment in the clinical context

Administer, score, and interpret results on a variety of tests used in the clinical context
 Report on the results of assessments in written and oral form and demonstrate
 knowledge of the ethical principles guiding use of assessment techniques

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>WISC-V Scoring Task</u>	0%	Yes	Week 5
<u>WISC-V Report</u>	30%	Yes	Week 7
<u>Pass-out Exams for the WAIS-IV</u>	0%	Yes	Week 9 & Week 10
<u>Assessment Plan 1</u>	35%	Yes	Week 8
<u>Assessment Plan 2</u>	35%	Yes	Week 13

WISC-V Scoring Task

Due: **Week 5**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

You will be provided with WISC-V scores for a hypothetical case. Your task will be to score the test according to the methods outlined during lectures.

On successful completion you will be able to:

- Administer, score, and interpret results on a variety of tests used in the clinical context
- Report on the results of assessments in written and oral form and demonstrate knowledge of the ethical principles guiding use of assessment techniques

WISC-V Report

Due: **Week 7**

Weighting: **30%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

You will write a report based on the scored WISC-V protocol for a hypothetical case.

On successful completion you will be able to:

- Administer, score, and interpret results on a variety of tests used in the clinical context
- Report on the results of assessments in written and oral form and demonstrate knowledge of the ethical principles guiding use of assessment techniques

Pass-out Exams for the WAIS-IV

Due: **Week 9 & Week 10**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

You will be required to reach a satisfactory level of competence in administering the WAIS-IV. In order to assess level of competence, you will participate in “pass-out” exams. You will be required to administer the WAIS-IV to a supervisor who will role-play as the examinee and also rate performance using a standard checklist, which will be made available to you via iLearn. *The pass-out exam will last for 1 hour on a Saturday.* All subtests will be tested in that time.

Note that it is **important** that you practice administration of the tests to reach a satisfactory level of competence, but it is unwise and unethical to give the results of any practice administrations to the people you test – given the restricted nature of the tests, it is most sensible to practice on fellow classmates who role-play different scenarios. There is space in the Test Library for students to practice in small groups.

On successful completion you will be able to:

- Administer, score, and interpret results on a variety of tests used in the clinical context

Assessment Plan 1

Due: **Week 8**

Weighting: **35%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

You will provide a detailed and justified assessment plan for a hypothetical client with a mood disorder.

On successful completion you will be able to:

- Apply an evidence-based framework for selecting and judging the quality of psychological tests for treatment planning and outcome assessment in the clinical context

Assessment Plan 2

Due: **Week 13**

Weighting: **35%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

You will provide a detailed and justified assessment plan for a hypothetical client with an anxiety disorder.

On successful completion you will be able to:

- Apply an evidence-based framework for selecting and judging the quality of psychological tests for treatment planning and outcome assessment in the clinical context

Delivery and Resources

There will be one 2-hour seminar per week, on Monday 1-3pm (11 Wally's Walk, Room 130) each week of the session. There will also be two full-day workshops from 9am-5pm on a Friday (see Unit Schedule for dates; 11 Wally's Walk, Room 140). The seminars and workshops involve theoretical coverage of topics as well as practical skills training. Students will also be required to prepare for seminars and workshops by completing required readings or listening to recorded material (available via iLearn). Students will have access to the Department of Psychology Test Library.

Unit Schedule

The schedule of lectures is listed below. There may be slight variations in the schedule due to staff availability.

Week	Date	Topic	Lecturer
1	Mon 25 Feb	Introduction to the unit: Assessment in clinical practice & revision of basic psychometrics.	Lorna Peters
2	Mon 4 March	Test library orientation; Evidence based assessment: searching for assessment methods	Lorna Peters
	Fri 8 March	Full day Workshop: WISC-V and WIAT-III	Lorna Peters/ Sharon Watt
3	Mon 11 March	Scoring the WISC-V	Lorna Peters
4	Mon 18 March	No seminar this week. Listen to two recorded lectures: Interpreting scores on the Wechsler intelligence scales and Communicating the results of testing	Lorna Peters

5	Mon 25 March	Structured diagnostic interviewing (SCID-CV)	Lorna Peters
6	Mon 1 April	Assessment of mood disorders (clinician rating scales)	Lorna Peters
7	Mon 8 April	Assessment of mood disorders (self-report measures)	Lorna Peters
	Fri 12 April	Full day Workshop: WAIS-IV	Lorna Peters
<i>Midsession Break</i>			
8	Mon 29 April	Assessment of anxiety disorders (diagnostic interviewing)	Lorna Peters
9	Mon 6 May	Assessment of anxiety disorders (phobias and GAD)	Lorna Peters
10	Mon 13 May	Assessment of anxiety disorders (behavioural assessment)	Lorna Peters
11	Mon 20 May	Assessment of anxiety and related disorders (OCD; trauma)	Lorna Peters
12	Mon 27 May	No seminar this week	Lorna Peters
13	Mon 4 June	No seminar this week	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)

- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome

- Apply an evidence-based framework for selecting and judging the quality of psychological tests for treatment planning and outcome assessment in the clinical context

Assessment tasks

- WISC-V Scoring Task
- WISC-V Report
- Pass-out Exams for the WAIS-IV
- Assessment Plan 1
- Assessment Plan 2

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Apply an evidence-based framework for selecting and judging the quality of

psychological tests for treatment planning and outcome assessment in the clinical context

- Administer, score, and interpret results on a variety of tests used in the clinical context
- Report on the results of assessments in written and oral form and demonstrate knowledge of the ethical principles guiding use of assessment techniques

Assessment tasks

- WISC-V Scoring Task
- WISC-V Report
- Pass-out Exams for the WAIS-IV
- Assessment Plan 1
- Assessment Plan 2

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Apply an evidence-based framework for selecting and judging the quality of psychological tests for treatment planning and outcome assessment in the clinical context
- Administer, score, and interpret results on a variety of tests used in the clinical context

Assessment tasks

- WISC-V Scoring Task
- WISC-V Report
- Assessment Plan 1
- Assessment Plan 2

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- Apply an evidence-based framework for selecting and judging the quality of psychological tests for treatment planning and outcome assessment in the clinical context

Assessment tasks

- WISC-V Scoring Task
- Assessment Plan 1
- Assessment Plan 2

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Report on the results of assessments in written and oral form and demonstrate knowledge of the ethical principles guiding use of assessment techniques

Assessment task

- WISC-V Report