



# PSYP8902

## Psychological Assessment and Reports

Session 1, In person-scheduled-intensive, North Ryde 2024

*School of Psychological Sciences*

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## General Information

Unit convenor and teaching staff

Lecturer

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Contact via Contact via email

AHH Room 2.610

Contact for appointment time

Credit points

10

Prerequisites

Admission to MProfPsych

Corequisites

Co-badged status

Unit description

In this unit, you will examine the theory and practice of tests used in professional psychology. You will learn about the key aspects of the administration, scoring and interpretation of a broad range of tests likely to be utilised in professional psychology practice (e.g., child and/or adult intelligence tests, personality tests, tests of emotional well-being and general psychological distress, and psycho-social functioning), and become skilled in the writing of reports in which the results of test data have to be communicated. Through studying this unit you will gain an awareness of the issues associated with the testing of specific populations. Practical experience in administration, scoring and interpretation is also provided through live skills assessment. Practical considerations relating to the use of tests in different practice settings will also be considered.

## 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:

**ULO1:** Review and apply aspects of psychological test validity and procedures, in line with assessment guides and ethical standards, to demonstrate consistency with

evidence-based practice. (Capability 1 Scientist and Scholar)

**ULO2:** Synthesise learning and knowledge about the administration, scoring, and interpretation of major psychological tests commonly used in psychological practice.

(Capability 1: Scientist and Scholar)

**ULO3:** Write psychological assessment reports that integrate results of multiple assessment measures ensuring these comply with professional standards. (Capability 2: Psychologist Practitioner)

**ULO4:** Identify and interpret the cultural, individual difference, and diverse ethical issues and obstacles that arise when conducting psychological assessments and reporting results. (Capability 4: Professional)

**ULO5:** Conduct interviews and collect observations that inform assessment strategies, supplement psychometric testing, establish informed consent and evaluate risk.

(Capability 2: Psychologist Practitioner)

## General Assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

In the Master of Professional Psychology, letter grades, not numeric marks, are released for assessment tasks in most units, including this unit.

For word count penalties, 5% of the possible mark will be deducted per 100 words over the word limit for written assessment tasks. An additional 99 words beyond the limit can be written without penalty.

All extensions need to be formally requested via [ask.mq.edu.au](http://ask.mq.edu.au) in line with the special consideration policy.

Further details for each assessment task will be available on iLearn.

## Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if

the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Suicide and Risk Assessment Quiz</a>	10%	Yes	31/03/2024
<a href="#">Live Assessment Skills Administration Task</a>	30%	Yes	07/04/24
<a href="#">Live Assessment Skills Scoring Task</a>	10%	Yes	07/04/24
<a href="#">Interpretive Case Report</a>	50%	Yes	21/04/24

### Suicide and Risk Assessment Quiz

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 7 hours

Due: **31/03/2024**

Weighting: **10%**

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

You will complete a quiz based on completion of a full day suicide and risk assessment workshop.

On successful completion you will be able to:

- Conduct interviews and collect observations that inform assessment strategies, supplement psychometric testing, establish informed consent and evaluate risk.

(Capability 2: Psychologist Practitioner)

## Live Assessment Skills Administration Task

Assessment Type <sup>1</sup>: Simulation/role play

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **07/04/24**

Weighting: **30%**

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

You will be assessed on your ability to administer and record responses to the Wechsler tests.

On successful completion you will be able to:

- Review and apply aspects of psychological test validity and procedures, in line with assessment guides and ethical standards, to demonstrate consistency with evidence-based practice. (Capability 1 Scientist and Scholar)
- Synthesise learning and knowledge about the administration, scoring, and interpretation of major psychological tests commonly used in psychological practice. (Capability 1: Scientist and Scholar)
- Identify and interpret the cultural, individual difference, and diverse ethical issues and obstacles that arise when conducting psychological assessments and reporting results. (Capability 4: Professional)
- Conduct interviews and collect observations that inform assessment strategies, supplement psychometric testing, establish informed consent and evaluate risk. (Capability 2: Psychologist Practitioner)

## Live Assessment Skills Scoring Task

Assessment Type <sup>1</sup>: Simulation/role play

Indicative Time on Task <sup>2</sup>: 8 hours

Due: **07/04/24**

Weighting: **10%**

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

## assessment tasks)

You will be assessed on your ability to score and interpret the results of administration of the Wechsler tests.

On successful completion you will be able to:

- Review and apply aspects of psychological test validity and procedures, in line with assessment guides and ethical standards, to demonstrate consistency with evidence-based practice. (Capability 1 Scientist and Scholar)
- Synthesise learning and knowledge about the administration, scoring, and interpretation of major psychological tests commonly used in psychological practice. (Capability 1: Scientist and Scholar)

## Interpretive Case Report

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 43 hours

Due: **21/04/24**

Weighting: **50%**

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

Through this assessment, you will demonstrate minimum competency in psychology skills integral to writing interpretative reports.

On successful completion you will be able to:

- Review and apply aspects of psychological test validity and procedures, in line with assessment guides and ethical standards, to demonstrate consistency with evidence-based practice. (Capability 1 Scientist and Scholar)
- Synthesise learning and knowledge about the administration, scoring, and interpretation of major psychological tests commonly used in psychological practice. (Capability 1: Scientist and Scholar)
- Write psychological assessment reports that integrate results of multiple assessment measures ensuring these comply with professional standards. (Capability 2: Psychologist Practitioner)
- Identify and interpret the cultural, individual difference, and diverse ethical issues and

obstacles that arise when conducting psychological assessments and reporting results.  
(Capability 4: Professional)

<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

This course consists of four workshops from 9am to 4pm. Workshops are interactive and will include lecture components and hands-on skills practice components. Please see iLearn for instructions, slides, additional resources and reading materials relevant for each workshop. These can be found in the allocated section on iLearn for each individual workshop.

## Unit Schedule

Dates	Workshops	Times
WED Feb 28	Psychometrics, Intake, and Report Writing	9am-4pm
FRI Mar 01	Assessing intelligence (WAIS)	9am-4pm
THU Mar 07	Suicide Workshop	9am-4pm
FRI Mar 08	Personality	9am-4pm
WED Mar 27	<b>WAIS live skills recording preparation</b> (Students not required on campus)	9am-4pm

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

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

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)



The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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.

## Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

## Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability

embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

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Unit information based on version 2024.02 of the [Handbook](#)