



PSYP902

Psychological Assessment and Reports

S1 Day 2017

Department of Psychology

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General Information

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Credit points

4

Prerequisites

Admission to MProfPsych

Corequisites

Co-badged status

Unit description

This unit examines the theory and practice of test use in professional psychology. The unit teaches key aspects of the administration, scoring and interpretation of a broad range of tests likely to be utilised in professional psychology practice, including: child and adult intelligence tests; achievement tests; certain neuropsychological tests; adaptive behaviour tests; personality tests; and tests of emotional well-being, general psychological distress, and psycho-social functioning. Students are instructed in the writing of reports in which the results of test data have to be communicated. Issues involved in the testing of special populations, such as individuals with brain injury are considered and practical experience in managing these issues is provided through live skills assessment. Issues of cross-cultural assessment and culture fair testing are also considered, along with practical considerations relating to the use of tests in different practice settings, including private practice.

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:

Summarise the current research and theory in the field of clinical assessment and

psycho-metrics

Review the varied aspects of psychological test validity and assessment procedures

Integrate and synthesise the learning and knowledge of administration, scoring and interpretation of the major psychological tests commonly used in psychological practice

Generate multiple forms of assessment data

Explain the procedures involved in writing sound psychological assessment reports

Recognise the cultural and diverse ethical issues and obstacles that arise when conducting psychological assessments and reporting results

Assessment Tasks

Name	Weighting	Hurdle	Due
WAIS Live Skills Assessment	40%	Yes	TBA
Psychological Assessment	60%	No	TBA

WAIS Live Skills Assessment

Due: **TBA**

Weighting: **40%**

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

Hurdle assessment. This assessment enables students to demonstrate minimum competency in psychology skills integral to the WAIS-IV, administration and response recording. This live skills assessment will enable students to demonstrate 'fitness to practice' as a psychologist in terms of conducting core skills necessary to complete psychological assessments. This is an essential skill that all students need to demonstrate prior to their first placement. Consistent with the Assessment Policy, students who make a serious attempt, but fail to meet minimum standards will be given a second opportunity to complete the task to the minimum standard. The minimum standards will be defined as at least Functional level in a rubric that will be made available to students and that will be based on standards required by APAC. Students who fail to meet minimum standards on the second attempt will fail the unit. For those who pass the second attempt, a maximum mark of 50% (PASS) will be given for the PSYP902 Psychological Assessment and Reports, WAIS-IV live skills assessment 1.

Live demonstration of WAIS administration and response recording.

Three students are allocated to each assessment session. The assessment session is 3 hours in duration, allowing 60 minutes per person. You can choose the date and the morning or afternoon session by advising the Administrator at: psychology.health@mq.edu.au. Person A interviews B. Person B interviews C. Person C interviews A. You decide between yourselves who is A and B and C. You won't be doing the full WAIS in one run. The rotations will occur around each sub-test. Interviewees: Your IQ is not being tested. You are simply being a "person" for the Assessor

to work with. The supervisor will give you directions on how to respond to questions (e.g., when to give the wrong answer). Interviewers: You will administer the sub-tests according to the directions of the supervisor and write down responses and scores as you go. The standard required for a Pass is satisfactory completion of the Administrative Checklist, which is available on iLearn. If you don't meet this standard for any one sub-test you might be required to return to repeat the administration. You need to bring your WAIS kits with you as well as your copy of the WAIS IV Administration Checklist.

On successful completion you will be able to:

- Review the varied aspects of psychological test validity and assessment procedures
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Psychological Assessment

Due: **TBA**

Weighting: **60%**

Case Study 2500 words

Instructions This assignment is designed to give you practice with the Assessment and Measurement Case Studies which you will be required to submit to the Psychology Board and your supervisor during your 6th year. Be sure to follow the guidelines detailed in Appendix D when you do this assignment. Note, however, that the section of Appendix D outlining specific requirements for intervention strategies does not apply to the current assignment. Please refer only to the specific requirements for case studies meeting Core competency 3: Psychological assessment and Measurement. You have been given the raw scores obtained from the WAIS-IV assessment which you have done with the client. You will be required to go to the WAIS-IV Manual to convert the raw scores and to then fill in the first two pages of the WAIS-IV Record Form up to but not including the section titled 'Process Analysis' on the second page. These two pages are required to be submitted with your assignment. These two pages are not part of the 2500 word count.

Case Study Background Information You have seen David for three sessions following referral from his GP. The client is 20 years of age. His GP is concerned that he has not been able to make sporadic progress with university studies since completing the HSC and has asked you to conduct an assessment of his intellectual and emotional functioning to clarify barriers regarding career progression. The GP has also expressed concern regarding his mood swings and several nasty aggressive outbursts towards his parents. His parents called to speak to you after the first visit but David had indicated in the first visit that he did not want you to speak to them because they "distort the truth and are always trying to control me." The GP indicated that he has tried various psychoactive drugs to help David but he has always discontinued the medication

complaining of side effects. Seroquel, an atypical anti-psychotic, was prescribed to calm him but he discontinued the drug after two weeks. An anti-depressant was also prescribed but was discontinued after a week again due to “bad side effects.” David has enrolled in a BA program and after two years full time study has completed first year. He has a history of not being able to maintain part time employment and he has often lost jobs after a few months due to absences and what he describes as periods of “low motivation.” He is living rent-free in an apartment attached to his parent’s house. His parents provide him with an allowance. He has from time to time devised self-employment strategies to generate an income. These strategies have typically failed in a month or two and have typically ended in him asking his parents for money to bail him out of debt. He describes being able to start things but rarely finishes anything. He describes feeling “overwhelmed” and typically ends up in a “depressed state”. David has struggled to form close relationships with women that last for more than a few months. He complains that these relationships have usually become too stressful for him and he has had to walk away lest he become overwhelmed. There was a recent breakdown in a relationship due to his girlfriend asking him to pay for and also take cannabis with him. He had asked for a separation and then found that he slipped into a depression and had suicidal thoughts. He stated that he had tried to generate a plan for killing himself but was unable to find a strategy that he could implement. He stated that he did not want his parents and his sisters to suffer and was also concerned about what would happen to his pet cats. His ex-girlfriend had been concerned about his health and had phoned his father. Both parents took him to the GP who succeeded in convincing him to go to a psychologist. He has engaged well with you so far and has been willing to do assessments. He is wary about this GP due to previous prescribing of drugs which caused side effects and also due to a referral to a psychiatrist following a previous episode somewhat similar to his current circumstances. David has two older sisters who have encouraged him to use RSVP to meet women and he has had some partial success in this regard. They also encouraged him to look after his appearance and to dress neatly. Both sisters have completed teaching qualifications, like their parents, and have married. One now has a child. The GP has told you that the maternal grandmother suffered from severe depression and was hospitalized for this condition on several occasions. You have been able to administer the following psychometric measures: - WAIS-IV Raw Scores - Block Design 51 (Block Design with no time bonus = 44), Similarities 30, Digit Span 25 (forward 10, Backwards 7, Sequencing 8), Matrix Reasoning 25, Vocabulary 46, Arithmetic 13, Symbol Search 20, Visual Puzzles 21, Information 18, Coding 46, Letter Number Sequencing 18, Figure Weights 22, Comprehension 31, Cancellation 29, Picture Completion 20. - Ravens Progressive Matrices: o 92nd percentile for age - Reading Subtest of the Wide Range Achievement Test – 4th Edition: o Word Reading Score: 84th percentile for age o Sentence Comprehension: 80th percentile for age o Spelling: 55th percentile for age o Math Computation: 80th percentile for age - Depression, Anxiety and Stress Scale: o Depression: 25.0 (severe range) o Anxiety: 14.0 (moderate range) o Stress: 25.0: (upper end of moderate range) o The Scale and scoring interpretations are available on ILearn - Personality Assessment Inventory: o A scored profile sheet and scale description is available on ILearn.

A Psychometric Conversion Table to facilitate conversion from T scores to percentile ranks is available on ILearn o Note that this version of the PAI has been recently upgraded with a new edition. - Projective drawings: o House, tree & person test; Self as a rose bush test o Both drawings indicated poor self-image and self-reliance, possible hostile dependence on family, and

limited interaction with environment.

On successful completion you will be able to:

- Summarise the current research and theory in the field of clinical assessment and psycho-metrics
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- Explain the procedures involved in writing sound psychological assessment reports
- Recognise the cultural and diverse ethical issues and obstacles that arise when conducting psychological assessments and reporting results

Delivery and Resources

The unit is comprised of lectures and workshops.

Lectures: 3 x 3 hour lecture on Wednesday

2 x 3 hour lecture on Saturday

Workshops: 3 x 3 hour workshop on Wednesday

2 x 3 hour workshop on Saturday

If more than one workshop per unit is missed, then the unit is at risk of being excluded and university rules may apply.

Learning and Teaching Activities

Intelligence 1

Psychometric and WAIS IV administration

Intelligence 2

Test Administration and Interpretation

Reports/WMS/Culture

Using culturally appropriate assessments and Working memory scales with report writing

Assessment Children

Child testing/Report Writing (+ 3hrs small group supervision)

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student_conduct/

Results

Results shown in *iLearn*, 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.

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

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 outcomes

- Summarise the current research and theory in the field of clinical assessment and psycho-metrics
- Review the varied aspects of psychological test validity and assessment procedures
- Integrate and synthesise the learning and knowledge of administration, scoring and interpretation of the major psychological tests commonly used in psychological practice
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- Recognise the cultural and diverse ethical issues and obstacles that arise when conducting psychological assessments and reporting results

Assessment tasks

- WAIS Live Skills Assessment
- Psychological Assessment

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

- Summarise the current research and theory in the field of clinical assessment and psycho-metrics

- Review the varied aspects of psychological test validity and assessment procedures
- Integrate and synthesise the learning and knowledge of administration, scoring and interpretation of the major psychological tests commonly used in psychological practice
- Generate multiple forms of assessment data
- Explain the procedures involved in writing sound psychological assessment reports
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Assessment tasks

- WAIS Live Skills Assessment
- Psychological Assessment

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

- Summarise the current research and theory in the field of clinical assessment and psycho-metrics
- Review the varied aspects of psychological test validity and assessment procedures
- Integrate and synthesise the learning and knowledge of administration, scoring and interpretation of the major psychological tests commonly used in psychological practice
- Generate multiple forms of assessment data
- Explain the procedures involved in writing sound psychological assessment reports

Assessment tasks

- WAIS Live Skills Assessment
- Psychological Assessment

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 outcomes

- Summarise the current research and theory in the field of clinical assessment and psycho-metrics
- Review the varied aspects of psychological test validity and assessment procedures
- Integrate and synthesise the learning and knowledge of administration, scoring and interpretation of the major psychological tests commonly used in psychological practice
- Explain the procedures involved in writing sound psychological assessment reports

Assessment tasks

- WAIS Live Skills Assessment
- Psychological Assessment

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 outcomes

- Summarise the current research and theory in the field of clinical assessment and psycho-metrics
- Review the varied aspects of psychological test validity and assessment procedures
- Integrate and synthesise the learning and knowledge of administration, scoring and interpretation of the major psychological tests commonly used in psychological practice
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Assessment tasks

- WAIS Live Skills Assessment
- Psychological Assessment

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Summarise the current research and theory in the field of clinical assessment and psycho-metrics
- Review the varied aspects of psychological test validity and assessment procedures
- Integrate and synthesise the learning and knowledge of administration, scoring and interpretation of the major psychological tests commonly used in psychological practice
- Recognise the cultural and diverse ethical issues and obstacles that arise when conducting psychological assessments and reporting results

Assessment tasks

- WAIS Live Skills Assessment
- Psychological Assessment

Changes since First Published

Date	Description
12/12/ 2017	If more than one workshop per unit is missed, then the unit is at risk of being excluded and university rules may apply.
26/08/ 2017	Further information provided for a hurdle assessment.