



Course Outline

PSYC7001

Psychological Assessment 1

School of Psychology

Faculty of Science

T1, 2023

1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor & Lecturer	Skye McDonald	s.mcdonald@unsw.edu.au	Upon request Mathews 1011	Email
	Amanda Olley	a.olley@unsw.edu.au	Upon request	Email
Lecturer	Antoinette Redoblado Hodge	antoinetterh@gmail.com	Upon Request	Email
Tutor	Chelvi Ganesalingam	chelvi.ganesalingam@health.nsw.gov.au	Upon Request	Email

2. Course information

Units of credit:	6
Pre-requisite(s):	It is assumed that students will have covered topics to do with test validity and reliability in prior courses.
Teaching times and locations:	<u>PSYC7001 Timetable</u> : Tuesdays 4pm-7pm, MAT1616

2.1 Course description

Psychological Assessment teaches students how to use, administer and interpret major psychological tests, including the Wechsler Intelligence and Memory scales and other tests used routinely to assess cognition. It also addresses issues in determining real and unusual differences in test scores, the influence of cultural factors on norms and test interpretation as well as the communication of assessment findings.

It is assumed that candidates will have covered topics to do with test validity and reliability in prior courses.

This course entails theoretical and practical components presented in a series of 1 hour lectures and 2 hour practicals. The course covers fundamental issues for students training to become Clinical Psychologists. Case examples throughout the course are provided to ensure relevance is clear.

Teaching strategies of PSYC7001 encourage candidates to think and act as professional interns. Material covering important theoretical and practical knowledge, general principles in assessment and particular methodological issues to do with test instruments will be covered in lectures. Specific skills in tests and assessment procedures will be taught in practical tutorials. Test interpretation and report writing will be taught via programmed assignment work or other activities in the tutorials.

Candidates are encouraged to work both independently and in small groups to learn test administration and test interpretation. While tutorial time will focus upon teaching skills in targeted assessment procedures, it is expected that candidates will practice these techniques outside formal teaching hours in order to reach a criterion level of competency. Candidates should also make use of the Test Library, to acquaint themselves with different kinds of tests available for assessment that are not necessarily covered in the course.

2.2 Course aims

This course aims to equip candidates with the competence and skills to safely provide accurate, evidence based assessment of intellectual, cognitive and neuropsychological abilities for adults and children who may come from diverse cultural backgrounds. It aims to provide a solid grounding to the most widely used cognitive assessment approaches in clinical psychology. The course provides candidates with knowledge of theories, techniques and applications of psychological assessment in professional settings, knowledge of the impact of cultural and

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course entails theoretical and practical components and will be presented in a series of 1 hour lectures and 2 hour practicals. The course covers fundamental issues for students training to become Clinical Psychologists and case examples throughout the course are provided to ensure relevance is clear.

The teaching strategies of PSYC7001 are designed to encourage you to think and act as professional interns. Material covering important theoretical and practical knowledge, general principles in assessment and particular methodological issues to do with test instruments will be covered in lectures. Specific skills in tests and assessment procedures will be taught in practical tutorials. Test interpretation and report writing will be taught via programmed assignment work or other activities in the tutorials.

Students are encouraged to work both independently and in small groups to learn test administration and test interpretation. While tutorial time will focus upon teaching skills in targeted assessment procedures, it is expected that students will practice these techniques outside formal teaching hours in order to reach a criterion level of competency. Students should also make use of the Test Library, to acquaint themselves with different kinds of tests available for assessment that are not necessarily covered in the course. This is a unique opportunity to develop this knowledge base, because few professional settings will offer as expansive a resource in tests as does the UNSW Test Library. In order to learn the theoretical components of the course, students will need to study lecture notes and prescribed readings.

As a result of the teaching and learning strategies outlined in this course, it is expected that students

4. Course schedule and structure

This course consists of 1

Week 9 11/04/2023	Assessing child intelligence (ARH)	Other Adult Neuropsychological Tests (CG)	Case studies/Group forum discussion	Readings, revision, assessments, exam preparation
Week 10 18/04/2023				

SM= Skye McDonald, AO = Amanda Olley, CG = Chelvi Ganeslingam, ARH = Antoinette Redeblado Hodge

The course in 2023 is planned to be face to face. However, as a back up in case attendees or lecturers are ill or COVID restrictions come into play, the following zoom link can be used:

<https://unsw.zoom.us/j/89651528161?pwd=bkF6UUUzV0xOdFBYOVJVcjBSc1puZz09>

Passcode is 819106

This is a recurring zoom meeting and will be automatically recorded.

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy. Each of these represent hurdle tasks which must be passed for the course to be a Pass

Assessment task	Length	Mark	Due date	Expected criteria for pass
Assessment 1: Weekly quizzes	Varied	Satisfactory/ Unsatisfactory	Weekly from week 6	80% correct
Assessment 2: Test administration vivas	2 hours	Satisfactory/ Unsatisfactory	End of week 8	Mastery as assessed in vivo
Assessment 3: WAIS/WMS marking and report	Report: max 4 pages (1.5 line spacing)	Satisfactory/ Unsatisfactory	End of Week 9	Accurate scoring of tests, accurate interpretation of 3

Assessment 4: The ability to write simple reports for family and health professionals that do not use jargon and provide practical suggestions is an important professional skill. To assess this competency, students will be provided with information about an assessment of a child and will be asked to use this to write a simple report (max 3 pages), including bullet point

Assessment	When	Who	Where	How
Quizzes	Week 6-11	Lecturer	On-line	Written
Test administration vivas	Immediate	6 th year trainee	In person	

	<p>San Diego: Jerome Sattler Publisher, Inc.</p> <p>Lichtenberger, E.O & Kaufman, A.S. (2009) Essentials of WAISIV Assessment Wiley: New York.</p> <p>Kline, P. (2000) Handbook of Psychological Testing (2nd Edition) London: Routledge.</p> <p>Lezak, M.D. Howieson, D.B. & Bigler, E. & Tranel, D. (2012) Neuropsychological Assessment. Fifth edition, Oxford University Press, New York.</p> <p>0 L W U X V K L Q D 0 % R R Q H . % ' ¶ (O L D / Normative data for Neuropsychological Assessment (2nd Edition). New York: Oxford University Press</p> <p>Snyder, P.J. and Nussbaum, P.D. (1999) Clinical Neuropsychology: A pocket book for assessment. Washington, DC, American Psychological Association.</p> <p>Sherman, E., Tan, J. & Hrabok, M (2023) A Compendium of Neuropsychological Tests: Fundamentals of Neuropsychological Assessment and Test Reviews for Clinical Practice (4th Edition): New York: Oxford University Press</p>
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Course information

Available on Moodle



