



PSYC13020 *Individual Differences and Assessment*

Term 2 - 2024

Profile information current as at 29/07/2024 03:30 pm

All details in this unit profile for PSYC13020 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will introduce you to the principles, processes, applications, and issues pertaining to the development and use of psychological assessment. This unit is presented through a number of themes, covering topics such as origins, ethics and uses of psychological testing; testing in adults, children and vulnerable populations; neuropsychological testing and testing for industry and career development. The psychometric basis of psychological assessment and testing is emphasised. You will focus on a variety of common psychological procedures and tests measuring individual differences. Consideration of individual differences and assessment in an Australian context will be a key component of your studies in this unit.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

96 credit points in CC43, CF59, CL51, CL55, CC13, CA10 or CG93, or admission to CC10.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2024

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 40%

2. **Presentation**

Weighting: 20%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback via SUTE.

Feedback

Students commented that some of the lecture recordings were too detailed and could be more engaging.

Recommendation

Review lecture content and associated recordings, and record new videos for those that require updating.

Feedback from Unit coordinator reflection

Feedback

The academic integrity of the written assessment task in this unit is likely to be at-risk for misuse of generative AI (artificial intelligence) by students.

Recommendation

Review and redesign this assessment task so that there is minimal risk of students using generative AI to complete the task. Ensure that expectations around the use of generative AI are made clear to students in the unit profile and on the Moodle site.

Unit Learning Outcomes

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

1. Articulate the purposes and principles of psychological assessment and testing
2. Identify and articulate the knowledge of test construction processes and basic statistics to develop and validate a test of a psychological construct
3. Apply knowledge of psychometric principles to evaluate the reliability, validity and other relevant features of psychological assessment processes and tests
4. Locate and use professional standards, ethical codes and sources of information relevant to developers and users of psychological assessments and tests.

This unit addresses Foundational Competencies as specified by the Australian Psychology Accreditation Council (APAC) and specifically aligns to:

- 1.1 Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics:
 - (i) the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology
 - (ii) individual differences in capacity, behaviour and personality
 - (iii) psychological health and well-being
 - (iv) psychological disorders and evidence-based interventions
 - (vi) cognition, language and perception
 - (xi) culturally appropriate psychological assessment and measurement
 - (xii) research methods and statistics.
- 1.2 Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.
- 1.3 Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
- 1.4 Demonstrate an understanding of appropriate values and ethics in psychology.
- 1.5 Demonstrate interpersonal skills and teamwork.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 40%		•	•	
2 - Written Assessment - 40%	•	•	•	•
3 - Presentation - 20%	•			•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication				
2 - Problem Solving			•	
3 - Critical Thinking	•	•	•	•
4 - Information Literacy		•		
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence				•
8 - Ethical practice	•		•	
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

PSYC13020

Prescribed

Psychological testing and assessment

3rd Edition (2017)

Authors: David Shum, John O'Gorman, Peter Creed, Brett Myers

Oxford University Press

Melbourne , Victoria , Australia

ISBN: 9780190305208

Binding: Paperback

This textbook is available in hard copy and eBook versions.

PSYC13020

Supplementary

Publication Manual of the American Psychological Association (APA)

7th Edition (2019)

Authors: American Psychological Association

American Psychological Association

Washington , DC , USA

ISBN: 9781433832161

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom (both microphone and webcam capability)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Cassy Dittman Unit Coordinator

c.dittman@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Psychological Testing and Assessment	Chapter 1 (pp. 14-19) Chapter 2 (pp. 22-26)	

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Origins, Ethics and Best Practice Chapter 1 (pp. 3-13)
Chapter 2 (pp. 27-45)

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Norms and Reliability	Chapter 3: Test Scores and Norms Chapter 4: Reliability	

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Validity and Test Construction	Chapter 5: Validity Chapter 6: Test Construction	

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Clinical Psychology Assessment Preparing for your Oral Presentation (Sharing Assessment Findings)	Chapter 9: Clinical and Mental Health Testing and Assessment	

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Quiz 1 Opens: Vacation Week Friday (16 Aug 2024) 9:00 am AEST

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Intelligence Testing	Chapter 7: Intelligence	Quiz 1 Due: Week 6 Monday (19 Aug 2024) 9:00 am AEST

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of Children and Adolescents Preparing for your Psychological Test Evaluation Report	Chapter 13: Educational Testing and Assessment (pp. 306-315)	

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Neuropsychology Testing and Assessment	Chapter 11: Neuropsychological Testing and Assessment	

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Educational Testing and Assessment	Chapter 13: Educational Testing and Assessment (pp. 294-304)	Video Recording - Sharing Assessment Findings Due: Week 9 Monday (9 Sept 2024) 9:00 am AEST

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Forensic Psychology Testing and Assessment	Chapter 12: Forensic Psychological Testing and Assessment	

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Personality Testing	Chapter 8: Personality	Psychological Test Evaluation Report Due: Week 11 Monday (23 Sept 2024) 9:00 am AEST

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Occupational Testing and Assessment

Chapter 10: Organisational Testing and Assessment

Quiz 2 Opens Week 12 Friday (4 Oct 2024) 9:00 am AEST

Review/Exam Week - 07 Oct 2024

Module/Topic

Chapter

Events and Submissions/Topic

Quiz 2 Due: Review/Exam Week Tuesday (8 Oct 2024) 9:00 am AEST

Exam Week - 14 Oct 2024

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

This assessment task requires the completion of 2 online quizzes, conducted via the PSYC13020 Moodle site. Each quiz contains 40 multiple-choice questions. You will have 90 minutes (1.5 hours) to complete each quiz. Only one attempt per quiz is permitted. Please see below details of content and due dates for each quiz:

- Quiz 1 assesses weeks 1 to 5. It opens Friday 16th August at 9:00am [AEST] and closes Monday 19th August at 9:00am [AEST].
- Quiz 2 assesses weeks 6 to 12. It opens Friday 4th October at 9:00am [AEST] and closes Tuesday 8th October at 9:00am [AEST].

Your responses to the quiz questions must be your own work. It is **not permissible** to use Generative AI tools to assist you with this task.

Number of Quizzes

2

Frequency of Quizzes

Assessment Due Date

Quiz 1 closes Week 6, Monday 19th August at 9:00am [AEST]. Quiz 2 closes Week 13, Tuesday 8th October at 9:00am.

Return Date to Students

Students will be able to view their grade for each quiz upon completion. Correct responses to each quiz will be released as soon as possible after the quiz has closed.

Weighting

40%

Assessment Criteria

For each quiz, one (1) mark will be awarded for each quiz question answered correctly. There will be no negative marking penalty for incorrect answers.

Each quiz is marked out of 40 and weighted at 20% of the final grade.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Identify and articulate the knowledge of test construction processes and basic statistics to develop and validate a test of a psychological construct
- Apply knowledge of psychometric principles to evaluate the reliability, validity and other relevant features of psychological assessment processes and tests

2 Video Recording - Sharing Assessment Findings

Assessment Type

Presentation

Task Description

Task Overview

An important final step in completing a psychological assessment is to share the assessment results with the client, patient or employee you have been working with. In this assessment, you will apply your knowledge of best practice principles in psychological testing through the demonstration of your ability to interpret the results and verbally communicate the findings from a psychological assessment.

Task Description

In this assessment task, you are required to provide a video recording of you sharing and integrating a series of assessment findings with a 'client' in a simulated role play. You will be presented with a case study comprising results from a number of assessments. Your job will be to interpret these results, integrate them into a summary, and present this to a person using language and a communication style that is warm, professional and appropriate to the individual who has been assessed.

To assist you with this process, you will be allocated into small groups during Week 4 of term. You will be provided with example case studies and a skills checklist that will give you clear steps to follow in feeding back assessment findings. Using the skills checklist and example case studies, you can work in your small group to practice the process of feeding back assessment findings via role plays. You can also practice the role play for the case study allocated for the assessment. You will then need to video record the final role play for the assessment, with one of your group members acting as the 'client', and submit this via Moodle (ensuring the audio and video is of an acceptable quality). The role play should be between 7 to 9 minutes.

Note that Zoom is usually the most efficient and compact recording method. Because of the limited allowable file size in Moodle (100mb), please use CQUniversity's ECHO360 system to upload your video by following [these instructions](#) on Moodle.

Assessment Due Date

Week 9 Monday (9 Sept 2024) 9:00 am AEST

Return Date to Students

Week 12 Monday (30 Sept 2024)

Marks and feedback will be available 2 to 3 weeks after the due date.

Weighting

20%

Assessment Criteria

The role play will be marked out of 20 and will be worth 20% of your final grade. Your mark will be based on:

- Adherence to skills checklist (15 marks)
- Communication and interpersonal skills (5 marks)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit your video recorded role play in a suitable format (e.g., MP4) using CQUniversity's ECHO360 system.

Learning Outcomes Assessed

- Articulate the purposes and principles of psychological assessment and testing
- Locate and use professional standards, ethical codes and sources of information relevant to developers and users of psychological assessments and tests.

3 Psychological Test Evaluation Report

Assessment Type

Written Assessment

Task Description

Task Overview

This assessment involves you applying your knowledge of best practice principles in psychological testing through the demonstration of your ability to select and evaluate psychometrically sound and appropriate psychological tests in an applied context. The task requires you to apply your knowledge of professional standards and ethical codes relevant to

psychological testing, as well as to use your knowledge of psychometric principles to evaluate the normative sample, reliability, and validity of psychological tests.

Task Description

In this assessment, you will imagine you have been contracted by a hypothetical workplace (e.g., clinic, organisation, agency or educational institution) to provide a written report evaluating and recommending psychometric tests to be used with their clients or employees. Two workplace scenarios will be provided on Moodle, and you can choose **one** of those scenarios to base your report. Each scenario will present a psychological construct the workplace wants to measure. Your task is to select, describe and critically compare **three** psychometric tests that measure that psychological construct.

You will prepare a written report for the workplace that critically evaluates and compares the psychometric properties and applicability of the selected psychometric tests, considers the cross-cultural applicability of the tests and discusses relevant ethical and professional issues in the administration of the tests. Your report should conclude with recommendations regarding the implementation of the tests in the workplace.

The report should be presented in a professional manner, using clear and concise language, well-structured and logical paragraphs, grammatical and coherent sentences and APA 7 formatting. The word count for the report is **1500 words** (+/- 10%), and you should include a minimum of 8 references (inclusive of the references for the 3 tests included in your report). The report should include the following sections:

- Introduction
- Test Description and Administration
- Normative Samples
- Psychometric Properties
- Cross-Cultural Applicability
- Ethical and Professional Considerations
- Conclusions and Recommendations

Please refer to the Moodle site for permissible uses of Generative AI tools for this assessment task. Remember that it is plagiarism to directly copy and paste material produced by Generative AI tools into assessments. For guidance on using Generative AI in assessments, please access the resources developed by the Academic Learning Centre (ALC): [GenAI Student Resources \(ALC\)](#) and [Referencing Guidelines for Large Language Models or AI in Assignments \(ALC\)](#). If you have questions about Generative AI material and plagiarism, please speak with your unit coordinator and/or contact an ALC advisor.

Assessment Due Date

Week 11 Monday (23 Sept 2024) 9:00 am AEST

Return Date to Students

Exam Week Friday (18 Oct 2024)

Marks and feedback will be available 2 to 3 weeks after the due date.

Weighting

40%

Assessment Criteria

The assessment will be marked out of 100 and will be worth 40% of your final grade. A detailed marking rubric is available on Moodle. Your mark will be based on:

- Introduction (10 marks): provide a description of the purpose and context of the report; a definition of the construct to be measured; and statement of the tests selected for evaluation in the report.
- Description of Psychometric Tests and their Administration (15 marks): provide a comparison of the selected tests including: a) their purpose, intended use, target population and structure; b) their administration procedures; and c) any costs or fees attached to the tests.
- Normative Sample (10 marks): provide a description and critical comparison of the normative sample/s of the selected tests, with consideration of the context for test administration.
- Psychometric Properties (20 marks): provide a critical comparison of the evidence for the reliability and validity of the selected tests.
- Cross-Cultural Applicability (10 marks): evaluate and compare the selected tests in terms of their applicability for use with diverse cultural groups or contexts, through consideration of relevant normative or psychometric information.
- Ethical and Professional Considerations (10 marks): discuss relevant ethical and professional issues for test administration, scoring and interpretation, with consideration of the context for test administration.
- Conclusion and Recommendations (10 marks): provide a summary of the key findings of the evaluation with consideration of the benefits and limitations of each test and provide recommendations for the use of the tests in the workplace.
- Quality of written communication skills, presentation style and adherence to word count (10 marks).
- Adherence to APA 7th ed. formatting (5 marks).

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit via the Moodle assessment submission portal.

Learning Outcomes Assessed

- Articulate the purposes and principles of psychological assessment and testing
- Identify and articulate the knowledge of test construction processes and basic statistics to develop and validate a test of a psychological construct
- Apply knowledge of psychometric principles to evaluate the reliability, validity and other relevant features of psychological assessment processes and tests
- Locate and use professional standards, ethical codes and sources of information relevant to developers and users of psychological assessments and tests.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem