

PSYC90030 Principles of Psychological Assessment

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 1.5 hours of lectures/seminars per week for a 12-week semester Total Time Commitment: 62 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	Completion of psychology studies to fourth-year (Honours) level.
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements, Further details on the disability support scheme can be found at the Disability Liaison Unit website: http://www.services.unimelb.edu.au/disability/
Coordinator:	Assoc Prof Stephen Bowden
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Subject Overview:	This unit introduces professional coursework students who are studying a clinical or clinical neuropsychological to the principles and practice of psychological and neuropsychological assessment, covering childhood and adulthood. Current trends in the theoretical understanding of personality, psychopathology and cognitive ability will provide the conceptual basis for assessment practice. It will be shown that psychological and neuropsychological assessment is best understood to include all aspects of the clinical encounter which leads to diagnostic case formulation. In particular, the subject content will address the application of techniques derived from psychological science to enhance correct classification of psychological conditions.
Objectives:	<ul style="list-style-type: none"> # To provide an overview of the principal criteria practicing psychologists use to evaluate the quality of psychological data, as they relate to the clinical assessment of individuals # To provide familiarity with a variety of assessment techniques useful for the evaluation of psychological conditions in child and adulthood with an emphasis on cognitive ability assessment # Illustrate the theoretical context in which these assessment techniques are located # Illustrate how criteria for evaluation of psychological test reliability and validity can be used to enhance the accuracy of psychological classification decisions # Illustrate the techniques for life-long learning related to evaluation of the validity of psychological opinions
Assessment:	A written report of 1000 words (25% of assessment), to be submitted mid-semester An end-of-semester two-hour written examination (75% of assessment).
Prescribed Texts:	Groth-Marnat, G. Handbook of Psychological Assessment, 5th Edition. John Wiley and Sons Inc., 2009. Anderson, V., Northam, E., Hendy, J., & Wrennal, J. (2001) Developmental Neuropsychology: A Clinical Approach. London: Psychology Press.

Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	Written, oral and interpersonal communication skills Analytic, information integration and synthesizing skills Ability to evaluate the quality of data against formal criteria
Related Course(s):	Master of Psychology (Clinical Child Psychology)/Doctor of Philosophy Master of Psychology (Clinical Child)