

EDUC90225 Psychological Tests

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2014, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 24 hours. Total Time Commitment: Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	This subject may be taken by 312AA Master of Educational Psychology and G02AA Master of Educational Psychology/Doctor of Philosophy students only.
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request 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 HDisability Liaison Unit website: Hhttp://www.services.unimelb.edu.au/disability/H
Coordinator:	Dr Terry Bowles
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Subject Overview:	Psychological tests and testing in educational settings are considered from functional and contextual viewpoints, with emphasis on usage of test results. Test construction and psychometric issues, links between theory and measure, reporting and ethics, are covered through examining specific tests. Hands-on practice with mainstream tests (intelligence, development and personality) is used as the primary vehicle for learning.
Learning Outcomes:	On completion of this subject students will be able to: <ul style="list-style-type: none"> # describe and use a variety of psychological assessment methods, including interviews, direct observation, psychometric tests and other diagnostic tools related to the assessment of children and adolescents; # select and evaluate appropriate assessment instruments for particular presenting problems and relevant to the referral question; # integrate diverse sources of psychological data for diagnostic and assessment purposes in the process of clinical decision-making and case formulation; # formulate, construct and write a psychological report; # provide feedback based on test results; # demonstrate an understanding of the ethical and professional issues involved in the process of psychological assessment and reporting; # demonstrate cultural sensitivity in the process of clinical and psychological assessment;

	# administer a variety of standardized, manualized and other tests relevant to Educational and Developmental settings, including Wechsler tests, Non-verbal IQ tests, developmental scales, tests of specific functioning, personality tests and tests of mental health.
Assessment:	Written assignments totalling not more than 4,000 - 5,000 words (80%) and two practical hurdle requirements (20%). Written assignment 1 – mid semester (40%) Written assignment 2 – end of semester (40%) Hurdle part A – mid semester (10%) Hurdle part B – end of semester (10%) A minimum pass grade is required in all assessment tasks.
Prescribed Texts:	Kaplan, R.M., & Saccuzzo, D.P. (2008). Psychological Testing: Principles, Applications, and Issues (Seventh Edition). CA: Thomson/Wadsworth Flanagan, D.P., & Kaufman, A.S. (2009). Essentials of WISC-IV Assessment (Second Edition). New Jersey: Wiley. ISBN: 978-0-470-18915-3 Sattler, Jerome M. (2008) Assessment of Children: Cognitive Foundations (Fifth Edition) and, Resource Guide to Accompany Assessment of Children: Cognitive Foundations. Jerome M Sattler Publisher. ISBN: 978-0-9702671-6-0
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
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	Master of Educational Psychology Master of Educational Psychology/Doctor of Philosophy