

Module Code:	PSY746
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Module Title:	Assessments in Psychological Practice and Research
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Level:	7	Credit Value:	30
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Cost Centre(s):	GAPS	<u>JACS3</u> code:	C800
		<u>HECoS</u> code:	100497

Scheduled learning and teaching hours	36 hrs
Guided independent study	264 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MSc Applied Psychological Practice	✓	<input type="checkbox"/>
MRes Psychology	✓	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None.

Office use only

Initial approval: 12/02/2019

Version no: 1

With effect from: 23/09/2019

Date and details of revision:

Version no:

Module Aims

-To introduce students to the various means of collecting information using clinical measures.
 -To encourage understanding of the role of psychological assessments across applied settings, and their different functions.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically discuss the function behind different psychological assessments.	KS5	
		KS6	
2	Demonstrate and apply critical evaluation skills to different means of psychological assessment.	KS1	
		KS3	
3	Articulate insight into the issues that affect interpretation of psychological assessment results.	KS1	KS5
		KS3	KS10
4	Understand the in-depth ethical implications of using psychological assessments in applied settings.	KS9	

Transferable skills and other attributes

Numeracy skills via the interpretation of psychometric results.
 Formal report writing skills.

Derogations

The pass rate for this module is 50%.

Assessment:

Indicative Assessment Tasks:

1. The essay will be based on critically evaluating a specific psychological assessment, considering its' benefits, challenges, function, uses (clinically or research based), and ethical implications.
2. The reflective practice assessment will include a first person reflection completed by the student following a practical activity involving a form of assessment (mock clinical interview with peer etc.). Students will need to consider the role of the assessment, their findings and clinical conclusions, the practice challenges, and ethical considerations in their accounts.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1, 2, 4	Essay	70%	2,500
2	1, 3, 4	Reflective Practice	30%	1,500
3		Attendance	0%	80% attendance

Learning and Teaching Strategies:

Students will receive weekly lectures (2hours), followed by a weekly activity (1hour) such as a seminar, practical workshop, or demonstration. Students will also learn via self-directed study through independent reading and the completion of assignments. Individual tutorials will be available to students as an additional point of contact if requested by the student.

Syllabus outline:

- The role of psychological assessments, and their purpose in clinical and research settings
- Ethical considerations in the use of assessments
- Risk assessments*
- Ability and capacity assessments*
- Personality assessments*
- Affect assessments*
- Other psychometrics
- Clinical interviews
- Observations and other qualitative assessments e.g. autism
- Neuropsychological assessment*
- The assessment of organic conditions
- Report writing, communicating findings, and formulating cases

*Please note that students within the module will not be taught how to conduct assessments, and will not be qualified to administer the assessments. The aim is for students to have a

general understanding of their function and how their results are relevant to psychological functioning*

Indicative Bibliography:

Essential reading

Coaley, K. (2014). *An Introduction to Psychological Assessment and Psychometrics*. SAGE

British Psychological Society. (2018). *BPS Code of Ethics and Conduct*. BPS

Other indicative reading

Furr, R.M. & Bacharach, V.R. (2013). *Psychometrics: An Introduction*. SAGE

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2013). *Clinical Interviewing*. John-Wiley & Sons

Briesch, A.M., Volpe, R.J. & Ffloyd, R.G. (2018). *School-Based Observation: A Practical Guide to Assessing Student Behaviour*. Guildford Publications

Logan, C. & Johnstone, L. (2012). *Managing Clinical Risk: A Guide to Effective Practice*. Routledge