

Module specification

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Refer to guidance notes for completion of each section of the specification.

Module Code	PSY770
Module Title	Assessments in Psychological Practice
Level	7
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Applied Psychology	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	24 hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	15 th May 2024
With effect from date	September 2024
Date and details of revision	
Version number	1

Module aims

This module is intended to provide students an overview of psychological assessments within applied settings. Students will be introduced to a range of methods for collecting information within applied psychology settings. This module will equip students with knowledge of the theoretical underpinnings of assessments, different functions and ethical considerations. Students will also consider how different assessment may inform clinical practice, and research within applied psychology professions.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically discuss the function behind different psychological assessments.
2	Demonstrate and apply critical evaluation skills to different means of psychological assessment.
3	Articulate insight into the issues that affect interpretation of psychological assessment results.
4	Critically evaluate in-depth ethical implications of using psychological assessments in applied settings.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

1. The essay will be based on critically evaluating a specific psychological assessment, considering its' benefits, challenges, function, uses in applied settings, and ethical implications (2,000 words).
2. The reflective practice assessment will include a first-person reflection completed by the student following a practical activity involving a form of assessment (e.g. mock clinical interview with peer etc.). Students will need to consider the role of the assessment in applied settings, practice challenges, guidelines, and ethical considerations in their accounts (1,000 words).



Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 4	Written Assignment	70%
2	1, 3, 4	Written Assignment	30%

Derogations

The pass grade for this module is 50%.

Learning and Teaching Strategies

A range of different learning and teaching strategies will be utilised in this module, including Students will receive weekly lectures which may include seminars, practical workshops, or demonstrations. 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. Guest speakers from different applied psychology professions will be invited to contribute to the content and/or delivery of the module.

All learning and teaching methods are supported by the University's virtual learning environment, Moodle, where students will be able to access clear and timely information to support the delivery of content such as videos, links to relevant online information, discussion forums, and pre-recorded lectures.

The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity, and flexibility in terms of teaching and learning. This is in line with the principles of Universal Design for Learning (UDL). A learning blend is used that combines synchronous and asynchronous digitally enabled learning with best use of online opportunities and on-campus spaces and facilities.

Indicative Syllabus Outline

- The role of psychological assessments in applied settings
- Best practice and ethical considerations in the use of assessments
- Statutory and government guidelines, and policies for use of psychological assessments
- The use of psychometrics
- Clinical interviews and qualitative assessments
- Formulation and reporting findings
Assessments of cognitive functioning*
- Neuropsychological assessment*
- Assessments with children



- Observations
- Risk assessments*

*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 these results are relevant to psychological functioning.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Miller, L.A. & Lovler, R. L. (2019). *Foundations of psychological testing: A practical approach* (6th ed.). Sage.

Other indicative reading

Coaley, K. (2014). *An introduction to psychological assessment and psychometrics* (2nd ed.). Sage

Logan, C. & Johnstone, L. (2012). *Managing clinical risk: A guide to effective practice*. Routledge

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