

Module specification

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Module code	PSYON716
Module title	Assessments in Psychology
Level	7
Credit value	15
Faculty	Faculty of Social and Life Sciences
Module Leader	Dr Joshua Payne
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 Psychology	Core
MSc Forensic Psychology	Core
MSc Educational Psychology	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	15 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	15 hrs
Placement / work based learning	0 hrs
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

For office use only	
Initial approval date	18.5.21
With effect from date	September 21
Date and details of revision	
Version number	1

Module aims

Assessments in Psychology aims to provide students with an overview of various means of collecting information using clinical and psychometric assessments. Students will gain an understanding of the role and function of psychological assessments across applied settings. Students will also learn how to evaluate the reliability and validity of a given measure and interpret data produced by these assessments.

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	Understand the in-depth ethical implications of using psychological assessments in applied settings.

Assessment

Indicative Assessment Tasks:

- A short report (1000 words) on a dataset contributed by the cohort to facilitate the application of common analysis techniques applied for reliability assessment of psychometric measures.
- An oral presentation (15 minutes) critically evaluating the development, validation, benefits, challenges, and uses of a psychological assessment or measurement in research or applied practice.
- The reflective practice (1500 words) 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).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3	Written Assignment	30%
2	1, 2, 4	Presentation	30%
3	1, 2, 4	Written Assignment	40%

Derogations

None

Learning and Teaching Strategies

The overall learning and teaching strategy will include a series of lectures with accompanying media devices. There will be a mix of supporting notes/along with directed study for students to complete as they work through the material and undertake the assessment tasks. The use of a range of digital tools within the virtual learning environment together with additional sources of reading will also be utilised to promote breadth and depth of learning.

Indicative Syllabus Outline

- Purpose of psychological assessments in applied and research settings*
- Overview of assessment types*
- Ethical considerations in the use of assessments
- Assessing ability and capacity
- Quality appraisal of psychometric and clinical assessments
- Clinical interviewing & Risk assessment*
- Observations and other qualitative assessments
- 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:

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

Essential Reads

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. and Bacharach, V.R. (2018). *Psychometrics: An Introduction*. 3rd ed. Los Angeles: SAGE

Sommers-Flanagan, J. and Sommers-Flanagan, R. (2016), *Clinical Interviewing*. 6th ed. Hoboken, NJ: Wiley-Blackwell.

Briesch, A.M., Volpe, R.J. & Floyd, 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

Indicative journals:

Assessment

Psychometrika

Applied Psychological Measurement

Journal of Personality Assessment

Evaluation & the Health Professions

Psychological Assessment

Journal of Evaluation in Clinical Practice

Measurement and Evaluation in Counselling and Development

Journal of psychoeducational assessment

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Confidence
Resilience
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication