

Topic	Learning Outcome	Answer
Ethics	Can name the code of professional conduct that guides psychological practice in Australia	APS = Australian Psychological Society
	Can recall the general principles and ethical standards relevant to testing in the APS Code of Ethics	<p>3 General Ethical Principles:</p> <ul style="list-style-type: none"> • Respect for the rights and dignity of people and peoples • Propriety • Integrity <p>Ethical Standards:</p> <p>Under Respect – justice, respect, informed consent, privacy, confidentiality, release of information to clients, collection of client information from associated parties</p> <p>Under Propriety – competence, record keeping, professional responsibility, provision of psychological services at the request of a third party, provision of psychological services to multiple clients, delegation of professional tasks, use of interpreters, collaborating with others for the benefit of clients, accepting clients of other professionals, suspension of psychological services, termination of psychological services, conflicting demands, psychological assessments, research</p> <p>Under Integrity – reputable behaviour, communication, conflict of interest, non-exploitation, authorship, financial arrangements, ethics investigations and concerns</p>
	Can understand the reasons for having a formal code of conduct	To protect the interest of the client and the integrity of the profession
	Can understand how the general principles in the APS Code of Ethics relates to psychological testing	<p>Must bring ethical commitment, knowledge and skills when:</p> <ul style="list-style-type: none"> • Performing psychological assessments • Selecting psychological procedures • Maintaining confidentiality with psychological assessment results • Aware of continuing education
	Can use the APS Code of Ethics to explain the ethical issue in a scenario	<p>"A friend of mine who is a recent immigration to Australia was asked by her employer to undergo some testing before deciding which role in the company she would take. The testing was carried out in English and now she is working in a role that I think is far below her capacity."</p> <ul style="list-style-type: none"> • Respect → Justice
Assessment of Intelligence	Can name the theories of intelligence	Lumpers (all intelligence came from an underlying mental energy 'G'):

		<ul style="list-style-type: none">Charles Spearman = 'G', developed factor analysis Splitters (all intelligence was made up of several aspects): <ul style="list-style-type: none">Guilford's Taxonomy = 120 independent abilities, measured along 3 axes (operation, product and contents) → limited because could not find test for all 120 abilitiesThurstone's Primary Abilities = 7 connected abilities (verbal comprehension, word fluency, number facility, space, memory, perceptual speed, induction – WIN PMS V)Vernon's Model of Intelligence = 'G' was explained by major group factors, minor group factors and specific factorsCarroll – Cattell 3 Tier Model = 'G' was general intelligence, 8 broad abilities (fluid and crystallised intelligence, memory and learning, visual and auditory perception, cognitive speediness, processing speed, retrieval ability) Gf = general fluid intelligence, Gc = general crystallised intelligence														
	Can name the main tests of intelligence	Wechsler Intelligence Scales: <ul style="list-style-type: none">1. WPPSI-IV = Wechsler Scale for Preschool and Primary Intelligence (4 – 7.7 years)2. WISC-V = Wechsler Intelligence Scale for Children (6.5 – 16.5 years)3. WAIS-IV = Wechsler Intelligence Scale for Adults (16 – 89 years) Stanford Binet V: 2-89 years														
	Can define intelligence	Intelligence is the ability to learn/profit from experience, real world problem solving or abstract reasoning														
	Can describe the format of the main tests of intelligence	Stanford Binet V assesses 5 factors: <ul style="list-style-type: none">1. Fluid Reasoning Gf2. Knowledge Gc3. Quantitative Reasoning Gc4. Visuo-Spatial Reasoning Gv (general visual perception)5. Working Memory Gsm (general short-term memory) Subtests from Level 1 (pre-schoolers) to 6 (differentiate between gifted from very gifted): Level 5: <table><tr><td>Non-Verbal</td><td>Verbal</td></tr><tr><td>Object series/matrices</td><td>Knowledge/vocabulary</td></tr><tr><td>Picture absurdities</td><td>Verbal analogies</td></tr><tr><td>Quantitative reasoning</td><td>Quantitative reasoning</td></tr><tr><td>Form patterns</td><td>Position and direction</td></tr><tr><td>Working memory</td><td>Last word</td></tr></table> WAIS-IV Subtests (14; 7 verbal, 7 performance): <table><tr><td>Verbal Comprehension</td><td>Working Memory</td></tr></table>	Non-Verbal	Verbal	Object series/matrices	Knowledge/vocabulary	Picture absurdities	Verbal analogies	Quantitative reasoning	Quantitative reasoning	Form patterns	Position and direction	Working memory	Last word	Verbal Comprehension	Working Memory
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		Vocabulary Similarities Information Comprehension – supplm. Perceptual Organisation Matrix reasoning Visual puzzles Block design Picture completion – supplm. Full Scale IQ: M = 100, SD = 15 * Should learn the details of these subtests i.e. time, what it is	Arithmetic Digit Span Letter-Number Sequencing – supplm. Processing Speed Symbol search Digit symbol Cancellation – supplm.
	Can understand the applications of intelligence testing	Group tests can make scoring and administration easier, less training for examiners, reliable & economical. But it is hard to maintain motivation, only allows limited response options and participants can become easily bored or frustrated. E.g. Multidimensional Aptitude Battery (modelled off the WAIS-IV), ACER WL and WQ (Australia), Raven's Progressive Matrices	
	Can explain how the tests relate to theories of intelligence	The WAIS-IV four and five factor models are based of Carrol-Cattell's model of intelligence and includes Gf, Gc, Gs and Gsm.	
	Can summarise the evidence about individual differences in intelligence test scores	Individual test application can maximise motivation, able to take breaks to reduce fatigue, observe behaviour in response → especially good for young children	
	Can explain the Flynn effect	Newer tests have better norms i.e. WAIS-IV is the newest one, which has the most up to date norms to compare with	
	Can outline the influence of environment and genes of intelligence test scores	Intelligence is not fully inherited by genes or environmental factors. There is a pattern between genetics and IQ (lower the genetic relationship, correlation between IQ decreases too). Environmental influences include malnutrition and famine (very high correlation), family background, psychosocial factors, amount of schooling.	
	Can outline the methods for assessing intelligence using a standardised test	1. Consider the age of the child, and if overlaps between Wechsler tests, consider their average rating in classroom 2. Cannot administer both due to high test-retest reliability 3. Cannot administer IQ test within 2 years of having already taken it	