

Scoring

ABSENT:	<i>was not included by student</i>
INAPPROPRIATE:	<i>applied, but done so poorly/mistimed/without rationale</i>
BASIC:	<i>competent, but lacked some elements</i>
GOOD:	<i>competent, and all core elements included</i>
VERY GOOD:	<i>competent, at level of skilled and experienced practitioner</i>
EXCELLENT:	<i>skilful and effective, even in the face of difficulty</i>
N/A:	<i>not an expected feature of session</i>

Section 1: Intake interviewing

Criterion	Rating	Comments
Agenda setting		
Rapport		
Scope and focus		

Section 2: Testing skills

Criterion	Rating	Comments
Hypothesis-based approach		
Accurate administration		
Engagement skills		
Observation skills		

Section 3: Scoring & interpretation

Criterion	Rating	Comments
Accurate scoring		
Justifiable interpretation		

Section 4: Providing feedback

Criterion	Rating	Comments
Makes use of structure		
Provides accurate information		
Ability to answer questions		

Use of the form

This form provides a rubric for evaluating student competency in psychological testing. It is intended for use with student-administered psychological assessments such as those for assessing intellectual functioning, broader cognitive/neuropsychological functioning (memory, executive functioning etc) and some neurodevelopmental assessment where students administer complex, standardised materials (such as the ADOS).

As there are many components of a cognitive assessment (i.e., intake, testing, scoring/interpretation, and feedback) students and supervisors are encouraged to consider what skills should be demonstrated/rated based on the student's individual learning goals. For example, if a student's learning goal is to develop accurate and fluent test administration then observing a recorded test administration would be ideal. However, if a student's learning goal centres around accurate scoring and concise interpretation, then bringing the score reports into supervision and reviewing the written report may be more appropriate. Students and supervisors are only required to provide/watch 60 minutes of material. Supervisors can now provide feedback for any relevant sections they have observed directly or reviewed/discussed with the student in supervision.

Criterion explanation

Section 1 (intake interviewing)

Intake interviewing for the purposes of psychological testing uses similar skills to other intake procedures, but the student should also be able to demonstrate the application of a planned, evidence-based approach designed to uncover the cognitive difficulties experienced by the client. It is assessed across several components, including the student's ability to manage the interpersonal aspects of the session as well as structure it in such a way as to elicit the specific information that the formulation of a testing regime will rely upon.

Agenda setting

Being able to set an agenda helps to form a framework for the session in the client's mind and is an important basic boundary to the session. The student should be able to describe the components of the session, whether it is an intake interview, a testing session or a feedback session. The amount of collaboration should be appropriate to the session, and it might be expected that whilst there is a reduced amount of collaboration when setting the agenda for an intake or testing session, feedback sessions typically involve a greater degree of collaborative agenda setting.

Intake interview: rapport

Intake interviews form an important part of the overall sequence in neuropsychological testing endeavours. It is important that the interview is undertaken in a way that maximises the client's engagement in the session, and usually a student will need to use a range of micro skills to facilitate this. There should be evidence that the client responds frankly and openly to the student's questions, and that the student responds warmly and empathically to the client's difficulties. If an intake interview is not part of this observation process, mark this item as N/A.

Intake interview: scope & focus

It is important that an intake interview can establish the specific scope of the client's neuropsychological difficulties. They should be distinguished from other mental health difficulties, such as mood and anxiety-based problems, as well as other health difficulties that may impact psychological functioning. The impact of the client's difficulties on their day-to-day functioning should be explored with the questioning and done so in a way that allows the student to form hypotheses about the underlying mechanisms involved in the client's difficulties. If an intake interview is not part of this observation process, mark this item as N/A.

Section 2 (testing skills)

The systematic, accurate, and standardised administration of complex test materials lies at the heart of successful neuropsychological testing. Students should be able to demonstrate a planned approach that links to issues highlighted in previous interview or collateral information. Students are assessed both on their ability to conduct the testing and monitor critical aspects of client performance.

Hypothesis-based approach

Students should be able to demonstrate that they are proceeding with the neuropsychological testing in a systematic manner and considering how to test their hypotheses in a way that doesn't just confirm them but also allows them to be ruled out or rejected. This should apply to the ordering of specific tests (e.g. commencing with more robust or valid tests), as well as the overall inclusion of the tests themselves. The approach to testing should enable the supervisor to observe the hypothesis being tested by the student, in a convincing manner.

Accurate test administration

Students must be able to demonstrate that they are able to administer the selected neuropsychological tests competently. This is a broad category and applies to the

application of standardised materials. The test materials should be delivered in strict accordance with the manual, and careful consideration also given to the student's ability to employ baseline/commencement rules, reverse rules, timing rules, discontinuation rules, stimulus presentation rules, appropriate help rules and any other specific test requirements.

Engagement skills

It is important that student can observe the engagement of a client during the process of neuropsychological testing as it proceeds. Changes in levels of energy, motivation, attention, and concentration are all important contributors to testing validity and findings. There should be evidence that the student routinely checks in with the client to establish and manage any changes in their level of engagement, and that this is done skilfully and consistently.

Observations skills

It is important that students can observe the behaviour of a client during the process of neuropsychological testing. The response of clients to items that they find more challenging, as well as their response to the overall requirement to concentrate for extended periods of time can be revealing and should be incorporated into the student's decision making. There should be evidence that students are able to identify subtle changes in client behaviour, comment on these, assist with these where appropriate, and adapt as needed. Occasionally, clients can become challenging during neuropsychological testing. If required, there should be evidence that the student is able to identify the early signs of a deterioration in behaviour and amend the testing protocol accordingly if needed, as well as use basic techniques to manage escalating behaviour.

Section 3 (scoring & interpretation)

Accurate test scoring and interpretation remains an important skill, despite the increase in computerised scoring and interpretive aids. Students should be able to demonstrate accuracy in this regard, demonstrate good judgement around the scoring of ambiguous responses, and be able to synthesise the results of the testing into a defensible formulation of the difficulties experienced by the client.

Accurate test scoring

Supervisors may wish students to demonstrate that they can appropriately score completed neuropsychological tests, and this is an important competency that can be observed if required. Supervisors should consider observing that client responses are

appropriately scored as correct or incorrect and observe the process of converting raw scores into scaled scores, converting scaled scores into composite scores, undertaking discrepancy analyses and so on. If the scoring process is not observed, mark this item as N/A.

Test interpretation & formulation

It is useful for supervisors to question the student on how they interpret the findings of the different neuropsychological tests that they have undertaken. If a student has undertaken several neuropsychological tests together or components of several different neuropsychological tests, it is also useful for the supervisor to question the student on how they integrate those findings into a meaningful formulation of the client's presenting difficulties. If the interpretation and formulation process is not observed, mark this item as N/A.

Section 4 (Providing feedback)

Feedback sessions

Feedback sessions are an intrinsic part of the neuropsychological testing process and are often undertaken by the student as part of their placement. These should be undertaken with skill and adapted to the client's needs. If feedback sessions were not observed, mark these items as NA.

Structure

The agenda of the feedback session should be collaboratively agreed between the student and the client, and the student should then pace the session accordingly so that all of the required material is adequately covered.

Accurate information

The student should be able to provide succinct, accurate and appropriately pitched information about the results of the neuropsychological testing, as well their diagnostic conclusions and recommendations. The information should include a formulation of the student's understanding of the client's functioning or difficulties. All information should be delivered sensitively and carefully, and particular care taken with difficult, unexpected or confronting information.

Answering client questions

The student should be able to competently answer the client's questions. These might include questions about the process of testing itself, the selection of tests, the scores, their interpretation and their recommendations for remediation.