Psychological Assessment Report

Identifying information

Client Name: Leonardo Costa

Client Date of Birth: 22.03.2001

Date of Report: 16.05.2024

Examiner: [Student's name]

Referral Questions:

Leonardo was referred by his La Trobe University (LTU) counselling service caseworker for:

1. Assessment of his Attention Deficit Hyperactivity Disorder (ADHD) symptoms, academic, and cognitive abilities to establish how these may be impacting on his academic progress at university.

2. Assessment of his vocational interests, and his motivated learning strategies to establish realistic vocational goals and study habits.

3. Assessment of his level of anxious/depressive symptomatology so that his mental status may be monitored as he responds to the on-going counselling sessions that have been planned.

Background Information:

Leonardo is a third-year psychology student at   University who was diagnosed with ADHD in grade six. His academic challenges meant that he needed to repeat grade six and received special education support for his ADHD throughout secondary school. However, he has never been medicated for ADHD.

Leonardo completed VCE in 2019, with reasonably poor results. He engaged in sporadic casual unskilled work in 2020, before enrolling in a Bachelor of Psychological Science at La

Trobe University in 2021. Leonardo had no specific career goals at the time of enrolment, conveying vague interest in 'personal coaching' and 'sorting himself out'.

At university he has had difficulties maintaining focus, meeting assignment deadlines, and completing tasks. Leonardo reports having experienced periods of anxiety and depression over the last 5 years, with symptoms increasing since commencement of his course. He is currently experiencing poor concentration, depressed mood, low self-esteem, fatigue, irritability, insomnia, and stress related to academic difficulties. He has been engaging in several avoidant and harmful behaviours such as binge drinking and excessive gaming. Leonardo reported that in school he loved studying Psychology because it was interesting to learn about how people work, but at university it was different, and he had stopped enjoying it. He contacted his university's counselling service in late 2023 for support, receiving immediate crisis counselling and psychiatric assistance for his depressive symptoms, including medication.

Presentation at assessment:

Leonardo presented as a polite and cooperative young adult. He was easy to engage and appeared to care about his performance. He applied appropriate effort throughout the assessment process and his results are considered to be a valid reflection of his current abilities. The first appointment was rescheduled as Leonardo had misread the appointment time and did not attend the session. Leonardo's affect was warm and reactive. While Leonardo's eye contact was variable at times, his social reciprocity was well developed. His speech was generally fluent and well-articulated, and his receptive language was appropriate for the purposes of the assessment, but Leonardo was noted to provide odd and idiosyncratic responses to relatively straightforward questions on some verbal tasks. Regarding attention, Leonardo appeared to have mild difficulty controlling his attention and remaining task focused, benefiting from prompts to stay on task. He

was also observed to respond impulsively at times before changing his response. Leonardo also made several 'careless' errors that were likely related to inattention. On two occasions, instructions had to be repeated as he had 'forgotten' them.

Tests Administered:

- Wechsler Adult Intelligence Scale–4th Edition (WAIS-IV; 15.03.2024).

- Wechsler Individual Achievement Test–2nd Edition (WIAT-II; 22.03.2024).

- Adult ADHD Self-Report Scale (ASRS-v1.1; 22.03.2024).

- Motivated Strategies for Learning Questionnaire (MSLQ; 22.03.2024).

- Work Aspect Preference Scale–2nd Edition (WAPS-II; 15.03.2024).

- Depression Anxiety Stress Scales–21 (DASS-21; 22.03.2024).

Test Overview:

WAIS-IV is an individually administered intelligence test with 10 subtests assessing different cognitive abilities. It provides a general intellectual ability score and four composite indices measuring verbal comprehension (VCI), perceptual reasoning (PRI), working memory (WMI), and processing speed (PSI). Scores have a mean of 100 and a standard deviation of 15.

WIAT-II is an individually administered academic performance test with 9 subtests assessing different academic skills. It provides an overall academic achievement score and composite scores assessing reading, mathematics, written language, and oral language. Scores have a mean of 100 and a standard deviation of 15.

ASRS-v1.1 includes 18 self-report items measuring ADHD symptoms of inattention and hyperactivity/impulsivity, with the first six items comprising a screener version (ASRS-6). Scores exceeding 14 on the six-item screener indicate clinically significant ADHD.

MSLQ includes 81 self-report items assessing university students' motivations and learning strategies across 15 subscales. Eight items are reverse-scored, with scores averaged for each sub-scale. Mean scores are compared to locally derived norms/course-specific means.

WAPS-II includes 52 items assessing self-reported vocational interests across 13 work-related aspects. Scores are ranked from 1 to 13 in order of personal preference and can be compared with peer norms using percentile scores.

DASS-21 includes 21 self-report items assessing symptoms of depression, anxiety, and stress. Subscale scores are compared to norms using percentile scores and are categorised into severity ratings of normal, mild, moderate, severe, and extremely severe.

[Test Scores included in document called "   Assessment 3 Summary of Test Results

LeonardoCosta"]

Test Results:

1. **Cognitive Abilities and Achievement**

   [To be completed by student]

2. **Motivated Learning Strategies and Vocational Preferences**

   [To be completed by student]

3. **Emotional Functioning**

   [To be completed by student]

Summary:

[To be completed by student]

Opinion:

[To be completed by student]

Recommendations:

[To be completed by student]

References

[To be completed by student]

Word count = [To be completed by student]