



UNSW
SYDNEY

Science

FACULTY OF SCIENCE
SCHOOL OF PSYCHOLOGY

PSYC2101

**ASSESSMENT, PERSONALITY AND
PSYCHOPATHOLOGY**

SEMESTER 2, 2018

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1. Information about the Course			
FACULTY	Science		
SCHOOL OR DEPARTMENT	Psychology		
COURSE CODE	PSYC2101		
COURSE NAME	Assessment, Personality, and Psychopathology		
SEMESTER	Semester 2	YEAR	2018
UNITS OF CREDIT	6	LEVEL OF COURSE	2 nd year
ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	Contact the School Office		
SUMMARY OF THE COURSE	This course deals with psychological assessment, personality and psychopathology. The assessment portion of the course will include key concepts in personality and intelligence testing. The psychopathology portion of the course is an introduction to the study of maladaptive behaviour and mental disorders. The course will provide an overview of common mental disorders, including anxiety, mood, eating, childhood, and psychotic disorders. Emphasis will be placed on diagnostic criteria, contemporary theories of psychopathology, and empirically supported approaches to treating mental disorders.		

2. Staff Involved in the Course				
COURSE COORDINATOR				
Name	Phone	Email	Office	Contact Time & Availability
A/Prof Eva Kimonis	9385 2323	e.kimonis@unsw.edu.au	MAT1102	By appointment
LECTURERS				
Name	Phone	Email	Office	Contact Time & Availability
A/ Prof Jessica Grisham	9385 3031	jessicag@unsw.edu.au	MAT 1303	By appointment
A/ Prof Thomas Whitford	9385 3936	t.whitford@unsw.edu.au	MAT 913	By appointment
Dr Lisa Williams	9385 1643	lwilliams@psy.unsw.edu.au	MAT 1302a	By appointment
Prof Lenny Vartanian	9385 8758	lvartanian@psy.unsw.edu.au	MAT 1111	By appointment
A/Prof Angela Nickerson	9385 0538	a.nickerson@unsw.edu.au	MAT 1101a	By appointment
TUTORS & DEMONSTRATORS				
Name	Phone	Email	Office	Contact Time & Availability
Georgie Fleming (head tutor)		g.fleming@unsw.edu.au	MAT 1408	By appointment
Maddy Bisby		m.bisby@unsw.edu.au	MAT 1402	By appointment
Joel Hoffman		j.hoffman@unsw.edu.au	MAT 1407	By appointment
Ashneeta Prasad		ashneeta.prasad@unsw.edu.au	MAT 1402	By appointment
Eileen Stech		eileen.stech@unsw.edu.au	MAT 1441	By appointment
Dharani Keyan		d.keyan@unsw.edu.au	MAT 1101	By appointment
Miranda Chivler		m.chilver@neura.edu.au	LVL 2 Margaret Ainsworth Bldg	By appointment
Elisabeth Goodman		elisabeth.goodman@unsw.edu.au	TBC	By appointment

3. Course Timetable					
Component	Tutor	Class Number	Day	Time	Location
LECTURES					
Lecture 1			Tuesday	9-10am	Mathews Theatre A
Lecture 2			Wednesday	3-4pm	Mathews Theatre A
TUTORIALS (8 weeks; Week 3-6, 8-9; 11-12)	Ashneeta Prasad	14:1	Monday	10-12pm	Mathews 226
	Ashneeta Prasad	15:1	Monday	12-2pm	Mathews 230
	Dharani Keyan	16:1	Monday	2-4pm	Mathews 306
	Ashneeta Prasad	17:1	Monday	4-6pm	Mathews 311
	Madelyne Bisby	01:1	Tuesday	10-12pm	Mathews 306
	Madelyne Bisby	02:1	Tuesday	12-2pm	Mathews 226
	Madelyne Bisby	18:1	Tuesday	4-6pm	Mathews 306
	Georgie Fleming	04:1	Wednesday	9-11am	Mathews 108
	Georgie Fleming	05:1	Wednesday	11-1pm	Mathews 306
	Eileen Stech	06:1	Wednesday	1-3pm	Mathews 306
	Eileen Stech	07:1	Wednesday	4-6pm	Mathews 311
	Miranda Chivler	08:1	Thursday	9-11am	Mathews 232
	Miranda Chivler	09:1	Thursday	11-1pm	Mathews 306
	Elisabeth Goodman	03:1	Thursday	1-3pm	Mathews 106
	Elisabeth Goodman	10:1	Thursday	3-5pm	Mathews 306
	Joel Hoffman	11:1	Friday	10-12pm	Mathews 306
	Joel Hoffman	12:1	Friday	12-2pm	Mathews 306
	Dharani Keyan	13:1	Friday	2-4pm	Mathews 306
<i>NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Moodle course site.</i>					

4. Aims of the Course

The course is an introduction to the study of assessment, maladaptive behaviour and mental disorders. The aims of the course are to provide you with:

1. An understanding of issues related to psychological assessment, including neuropsychological, personality, and intelligence assessment
2. An appreciation of general issues relating to the classification and causation of mental disorders
3. Knowledge of the major features of specific disorders, their aetiology and current theories and models of their underlying mechanisms
4. A brief overview of somatic and psychological approaches to the treatment of mental disorders
5. Improved skills in critical thinking, conceptual analysis, and oral and written expression

5. Student Learning Outcomes

By the end of this course you will be able to:

1. A knowledge and understanding of psychology with regard to:	1.1. Issues relating to psychological assessment, including in the areas of neuropsychological, intelligence and personality testing 1.2. General issues relating to the identification and classification of mental disorders
2. Come to understand and apply psychological principles derived from an understanding of psychopathology, including the ability to describe:	2.1. The major clinical features of a number of psychological disorders including mood, anxiety, eating, psychotic and substance-related disorders 2.2. Current theories as to the aetiology and underlying mechanisms of these specific psychological disorders 2.3. Somatic and psychological approaches to the treatment of these specific psychological disorders
3. Developed advanced critical thinking skills in psychology, enabling you to:	3.1. Think critically about the distinction between mental disorders and normal variability in affect, cognition and behaviour. 3.2. Think critically about the reliability and validity of contemporary measures of psychological functioning 3.3. Demonstrate high levels of oral and written expression

6. Graduate Attributes		
School of Psychology Graduate Attributes*	Level of Focus 0 = No focus 1 = Minimal 2 = Minor 3 = Major	Activities/Assessment
1. Core knowledge and understanding	3	Tutorial presentation; essay; mid-session test and final examination.
2. Research methods in psychology	2	Tutorial presentation; essay; mid-session test and final examination.
3. Critical thinking skills	3	Tutorial presentation; essay; mid-session test and final examination.
4. Values, research and professional ethics	1	Ongoing discussion of the ethical issues surrounding the classification, assessment and treatment of mental disorders.
5. Communication skills	2	Contribution to tutorial discussions; oral tutorial presentation
6. Learning and application of psychology	3	Tutorial presentation; essay; mid-session test and final examination.

7. Rationale for the Inclusion of Content and Teaching Approach
This course provides an overview of assessment, personality and psychopathology.

8. Teaching Strategies
<p>To achieve the learning outcomes outlined above, you will need to attend bi-weekly lectures and weekly tutorials. Attendance is compulsory. Slides presented in the lectures will be made available after the lectures. Lectures will be taped, and recordings will be available via <i>Echo 360</i>.</p> <p>The weekly two-hour tutorials will contain oral presentations of the tutorial readings for the week, followed by discussion of the readings and related issues. In addition, for many of the tutorials you will watch a video of a case example of a client with the disorder being discussed in class that week.</p> <p>The prescribed textbook also provides a source of information and examples. The tutorials and the textbook will also assist you in fully achieving Learning Outcome 1 and 2 that require you to develop openness and a questioning attitude.</p> <p>The mid-session test (Week 7) will provide you with an opportunity to test your understanding of Learning Outcomes 1. The final exam is designed to assess Learning Outcomes 1 & 2.</p>

* The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

9. Course Schedule			
Week	Lecture Topic & Lecturer	Tutorial/Lab Content	Required Readings
1 July 24/25	Tues: Introduction/ Kimonis Wed: Reliability & Validity/ Whitford	None	None
2 July 31/ Aug 1	Tues: Personality/ Whitford Wed: Classification/ Whitford	None	None
3 August 7/8	Tues: Childhood Disorders/ Kimonis Wed: Psychological Therapies for Children/ Kimonis	Classification exercise	1. Schwartz (Chapter 3, "What's in a name?") 2. Patterson et al. (1984)
4 August 14/15	Tues: Introduction to Anxiety/ Grisham Wed: Panic Disorder, Specific Phobia/ Grisham	Behavioural experiments	1. Clark (1986) 2. Wells et al. (1995)
5 August 21/22	Tues: Generalised Anxiety Disorder, Social Anxiety/ Grisham Wed: Obsessive-Compulsive Disorder/ Grisham	OCD video	1. Abramowitz et al. (2003) 2. Rapee & Heimberg (1997)
6 August 28/29	Tues & Wed: Intelligence Assessment/ Williams	Intelligence tests exercise	1. Kaufman & Lichtenberger (Chapter 1 excerpt) 2. Deary et al. (2013)
7 September 4/5	Tues: Midsession test/ Kimonis Wed: Eating Disorders/ Vartanian	None	N/A
8 September 11/12	Tues: Eating Disorders/ Vartanian Wed: Depression/ Nickerson	Eating disorder diagnosis activity	1. Keel & Klump (2003) 2. Neumark-Sztainer (2005)
9 September 18/19	Tues: Bipolar/ Whitford Wed: Posttraumatic Stress Disorder/ Nickerson	Virtual reality exposure therapy	1. McGinn & Sanderson (2001) 3. Ehlers & Clark (2000)
24 Sep-30 Sept	Mid-Semester Break		
10 October 2/3	Tues: Psychological Therapies for Adults/ Nickerson Wed: Psychological Therapies for Adults/ Nickerson	None	None
11 October 9/10	Tues: Schizophrenia/ Whitford Wed: Schizophrenia/ Whitford	Psychotic symptoms video	1. Schwartz (Chapter 6, "A Season in hell") 2. Blakemore et al. (2000)
12 October 16/17	Tues: Personality Disorders/ Kimonis Wed: Psychopathy/ Kimonis	Psychopathy activity and videos, exam preparation	1. Clark (2009) 2. Hare (1996)

10. Assessment								
Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
<p>Tutorial participation</p> <p>Attendance at tutorials is an essential course requirement; 80 percent attendance is required before marks are lost for non-attendance. Before each tutorial class every student must study the reading(s) set for that tutorial class. Copies of the readings are available on Moodle, online on the My Course link of the Library website and from My Course Reserve on level 2 of the Library. Each student will give a 10-minute oral presentation in one tutorial class, based on the set reading for that class. Video case presentations will also be used to illustrate the major clinical features of selected disorders. Students are expected to actively participate in discussions concerning the set readings and the video presentations. The class participation mark is based on attendance and participation in discussions (5 marks), and the presentation (10 marks).</p>	15%			Week 3	Week 4 through Week 12	Tutor	Study Break	Moodle
<p>Essay</p> <p>An essay assignment on a designated topic in psychopathology will be introduced in the tutorial in Week 4. The essay should not exceed 2000 words. Your essay is to be submitted by 4pm on Friday of Week 11 (12th October) in electronic copy via Turnitin within Moodle. <u>Your essay must also be emailed in electronic form directly to your tutor.</u> Essays submitted after this date will incur a late penalty of 2% per day, including weekends. Essays will not be accepted after October 27th and will receive a mark of 0.</p>	25%			Week 4	Friday, Week 11	Tutor	Study Break	Moodle
<p>Mid-session-test</p> <p>In the Tuesday lecture of Week 7 (4th September), a multiple-choice test will be given in the lecture theatre. This test will cover material related to the lectures from weeks 1-6 (including tutorial readings from weeks 3-6 and related sections of the textbook).</p>	20%			Tuesday, Week 7 (4 th September)	Tuesday, Week 7 (4 th September)	Head Tutor	Week 9	Moodle
<p>Final exam</p>	40%			TBA	TBA			
<i>NB. Dates for feedback are subject to change without notice.</i>								

11. Expected Resources for Students	
TEXTBOOK	<p>Comer R. J., & Comer, J. S. (2018). <i>Abnormal Psychology, Tenth Edition</i>. New York: Worth Publishers. Available in UNSW bookshop and Library (My Course Reserve and electronic collection).</p> <p>Please note: You may prefer to buy a second-hand copy of an earlier edition of the text. The content will be similar but the page numbers will not correspond exactly to the new edition.</p>
COURSE MANUAL	Available via course website
REQUIRED READINGS (IN ORDER OF READING)	<p>Schwartz, S. (1993). <i>Classic Studies in Abnormal Psychology</i>. London: Mayfield.</p> <p>Patterson, G. R., Dishion, T. J., & Bank, L. (1984). Family interaction: A process model of deviance training. <i>Aggressive Behavior</i>, 10, 253-267.</p> <p>Wells, A., Clark, D.M., Salkovskis, P., Ludgate, J., Hackmann, A., & Gelder, M. (1995). Social phobia: The role of in-situation safety behaviours in maintaining anxiety and negative beliefs. <i>Behavior Therapy</i>, 26, 153-161.</p> <p>Clark, D. M. (1986). A cognitive approach to panic. <i>Behaviour Research and Therapy</i>, 24, 461-470.</p> <p>Rapee, R. M., & Heimberg, R. G. (1997). A cognitive-behavioral model of anxiety in social phobia. <i>Behavior Research and Therapy</i>, 35(8), 741-756</p> <p>Abramowitz, J. S., Whiteside, S., Kalsy, S. A., & Tolin, D. F. (2003). Thought control strategies in obsessive-compulsive disorder: A replication and extension. <i>Behaviour Research and Therapy</i>, 41, 529-540.</p> <p>Kaufman, A. S., & Lichtenberger, E. O. (2006). <i>Assessing Adolescent and Adult Intelligence</i>. Hoboken, NJ: John Wiley & Sons.</p> <p>Deary, I. J., Pattie, A., & Starr, J. M. (2013). The stability of intelligence from age 11 years to age 90 years: The Lothian birth cohort of 1921. <i>Psychological Science</i>, 24(12), 2361-2368.</p> <p>Keel, P. K., & Klump, K. L. (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology. <i>Psychological Bulletin</i>, 129, 747-769.</p> <p>Neumark-Sztainer, D. (2005). Can we simultaneously work toward the prevention of obesity and eating disorders in children and adolescents? <i>International Journal of Eating Disorders</i>, 38, 220-227.</p> <p>Ehlers, A. & Clark, D. M. (2000). A cognitive model of posttraumatic stress disorder. <i>Behaviour Research and Therapy</i>, 38, 319-345.</p> <p>McGinn, L. K., & Sanderson, W. C. (2001). What allows cognitive behavioral therapy to be brief? Overview, efficacy, and crucial factors facilitating brief treatment. <i>Clinical Psychology: Science and Practice</i>, 8, 23-37.</p> <p>Blakemore, S. J., Smith, J., Steel, R., Johnstone, E. C., and Frith, C. D. (2000). Hallucinations and passivity experiences: Evidence for a breakdown in self-monitoring. <i>Psychological Medicine</i>, 30, 1131-1139.</p> <p>Clark, L. A. (2009). Stability and change in personality disorder. <i>Current Directions in Psychological Science</i>, 18(1), 27-31.</p> <p>Hare, R. D. (1996). Psychopathy and antisocial personality disorder: A case of diagnostic confusion. <i>Psychiatric Times</i>, 13(2), 39-40.</p>
TEXTBOOK READINGS (COMPULSORY)	<p>Week 1: Comer & Comer (Chapter 1, Abnormal psychology: Past and present [pp. 1-21]).</p> <p>Week 2: Comer & Comer (Chapter 4, Clinical assessment, diagnosis, and treatment [pp. 85-111]).</p> <p>Week 3: Comer & Comer (Chapter 17, Disorders common among children and adolescents [pp. 513-551]).</p> <p>Week 4: Comer & Comer (Chapter 5, Anxiety, obsessive-compulsive, and related disorders [pp. 113-151]).</p> <p>Week 5: No allocated chapter.</p> <p>Week 6: No allocated chapter.</p> <p>Week 7: Comer & Comer (Chapter 11, Eating disorder [pp. 313-341]).</p> <p>Week 8: Comer & Comer (Chapter 7, Depressive and bipolar disorders [pp. 189-219]).</p> <p>Week 9: Comer & Comer (Chapter 6, Disorders of trauma and stress pp. 153-187).</p> <p>Week 10: Comer & Comer (Chapter 3, Models of abnormality [pp. 45-83]).</p> <p>Week 11: Comer & Comer (Chapter 14, Schizophrenia and related disorders [pp. 421-445]).</p> <p>Week 12: Comer & Comer (Chapter 16, Personality disorders [pp. 473-511]).</p>

<p>RECOMMENDED READINGS</p>	<p>Week 4/5: Murray, L., Creswell, C., & Cooper, P. J. (2009). The development of anxiety disorders in childhood: an integrative review. <i>Psychological Medicine</i>, 39(9), 1413-1423.</p> <p>Week 10: Wilson, G. T. (1996). Manual based treatments: The clinical application of research findings. <i>Behavior Research and Therapy</i>, 34, 295-314.</p> <p>Week 11: Chadwick, P., & Birchwood, M. (1994). The omnipotence of voices: A cognitive approach to auditory hallucinations. <i>The British Journal of Psychiatry</i>, 164, 190-201.</p> <p>Week 12: Hare, R. D. (1965). Temporal gradient of fear arousal in psychopaths. <i>Journal of Abnormal Psychology</i>, 70(6), 442-445. McCord, W. M., & McCord, J. (1964). <i>The psychopath: An essay on the criminal mind</i>. Van Nostrand.</p>
<p>RECOMMENDED INTERNET SITES</p>	<p>You should be aware of policies regarding your behaviour at the university. Familiarize yourself with the following: https://student.unsw.edu.au/conduct https://student.unsw.edu.au/plagiarism https://it.unsw.edu.au/staff/policies/index.html https://www.gs.unsw.edu.au/policy/documents/antiracismpolicy.pdf https://www.gs.unsw.edu.au/policy/documents/equitystatement.pdf</p>

12. Course Evaluation & Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's myExperience digital survey.

13. Plagiarism & Academic Integrity

What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Where can I find out more information?

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/academic-integrity-plagiarism>. They also hold workshops and can help students one-on-one.

- **How can Elise help me?**

ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: <http://subjectguides.library.unsw.edu.au/elise>.

- **What is Turnitin?**

Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: <https://teaching.unsw.edu.au/elearning>.

What if plagiarism is found in my work?

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

<https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

Examples of plagiarism

Using the internet appropriately

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

Working together on a math assignment

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this led to some student failing the assessment.

No referencing in an assessment

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

Copying design work

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

Further information and assistance

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

UNSW Learning Centre

Lower Ground Floor, North Wing, Chancellery Building

(C22 Kensington Campus – near Student Central)

<http://www.lc.unsw.edu.au/>

Phone: 9385 2060

Email: learningcentre@unsw.edu.au

Opening Hours:

Monday to Thursday: 9am - 5pm and

Friday: 9am - 2.30pm

COFA Campus Learning Centre

Email: cofalearningcentre@unsw.edu.au

Phone: 9385 0739

14. Administrative Matters

The *School of Psychology Student Guide*, available on <http://www.psy.unsw.edu.au/current-students/student-guide>, contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements;
- Assignment submissions and returns;
- Assessments;
- Special consideration in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.