Course Outline

PSYC2101

Assessment, Personality, and Psychopathology.

School of Psychology

Faculty of Science

T3, 2019

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1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
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2. Course information

Units of credit: 6

Pre-requisite(s): PSYC1001

Teaching times and locations: PSYC2101 Timetable

2.1 Course summary

This course is an introduction to psychological assessment, personality, and psychopathology. The assessment portion of the course will include key concepts related to 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.

2.2 Course aims

This course aims to provide knowledge relating to the causes, key features, and treatment of mental disorders. It also aims to provide an understanding of issues related to psychological assessment of personality and intelligence.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Demonstrate knowledge and understanding of major concepts, theoretical perspectives, and historical and contemporary trends to the identification and classification of mental disorders.
2. Demonstrate knowledge and understanding of major concepts, theoretical perspectives, and historical and contemporary trends relating to psychological assessment, including in the area of neuropsychology.
3. Demonstrate understanding and apply principles of psychopathology to the major clinical features of a number of mental disorders, including mood, anxiety, eating, psychotic, and personality disorders, as well as childhood behaviour disorders.
4. Demonstrate understanding and evaluate current theories relating to the aetiology and underlying mechanisms of these specific disorders, as well as psychological approaches to the treatment of these specific disorders.
5. Develop advanced critical thinking skills enabling you to think critically about the distinction between mental disorders and normal variability in emotion, cognition and behaviour.
6. Being able to critically evaluate reliability, validity, and ethical implications of contemporary measures of psychological functioning.
7. Develop and demonstrate effective oral and written communication skills.

2.4 Relationship between course and program learning outcomes and assessments

	Program Learning Outcomes						
CLO	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	**Assessment**
1.	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings		Lectures, tutorials, online activities, readings			Participation, Mid session exam, Essay, Final exam
2.	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings				Lectures, tutorials, online activities, readings	Participation, Mid session exam, Essay, Final exam
3.	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings				Lectures, tutorials, online activities, readings	Participation, Mid session exam, Essay, Final exam
4.	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings		Lectures, tutorials, online activities, readings	Participation, Mid session exam, Essay, Final exam
5.	Lectures, tutorials, online activities, readings		Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities	Tutorials, online activities	Lectures, tutorials, online activities, readings	Participation, Mid session exam, Essay, Final exam
6.	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings		Tutorials, online activities, readings	Participation, Mid session exam, Essay, Final exam
7.	Tutorials, online activities	Tutorials, online activities	Tutorials, online activities		Tutorials, online activities	Tutorials, online activities, readings	Participation, Essay

3. Strategies and approaches to learning

3.1 Learning and teaching activities

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 Echo 360.

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. The tutorial presentation and class discussion are designed to assess Learning Outcome 7.

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 through 6, which require you to develop openness and a questioning attitude.

The written essay will provide you with an opportunity to test your understanding of Learning Outcomes 3 through 5, and is also designed to assess Learning Outcome 7.

The mid-session test will provide you with an opportunity to test your understanding of Learning Outcomes 1 and 2. The final exam is designed to assess Learning Outcomes 1 through 6.

The Lecture Discussion Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other student's posts to enhance understanding of the content, critical thinking, and written communication skills.

Formative topic revision quizzes are available for students that provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on in future content.

3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide, available on http://www.psy.unsw.edu.au/current-students/student-guide.

Attendance at tutorials is an essential course requirement to ensure students are consistently working towards achieving the foundational graduate competencies required by the APAC Accreditation Standards. These Accreditation Standards are incorporated in Program and Course Learning Outcomes. Eighty 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.

The final exam for this course will take place on campus during the UNSW examinations period. Students should not arrange travel during the UNSW exam period until the date of the final exam has been released. Students who arrange travel prior to the release of the final exam date will not be granted consideration in the event they are scheduled to be out of country when the final exam is to

occur. This is especially important for study abroad students – do not arrange travel home until the final exam date has been released.

Students registered with Disability Support Services must contact the course co-ordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

4. Course schedule and structure

Each week this course typically consists of 2 hours of lecture material, 2 hours of face to face tutorials, and 1 hour of online modules. Students are expected to take an additional 7 hours each week of self-determined study to complete assessments, readings, and exam preparation.

Week	Lecture topic/s	Tutorial/lab topics	Online activities	Self-determined activities
Week 0 09/09/2019	N/A	N/A	1) Lecture: Course orientation	N/A
Week 1 16/09/2019	1) Classification/ **Krynen** 2) Personality/ **Whitford**	No face-to-face tutorials	1) Lecture: Course content introduction* 2) Module: Introduction to DSM-5*	1) Textbook chapter 1 (abnormal psychology) 2) Textbook chapter 2 (research in abnormal psychology)
Week 2 23/09/2019	1) Reliability and validity/ **Neo** 2) Childhood disorders/ **Fleming**	Classification of mental disorders	1) Module: ABC analysis 2) Module: The coercive cycle of childhood disruptive behaviour disorders*	1) Textbook chapter 17 (childhood disorders) 2) Schwartz (Chapter 3, “What’s in a name?”) 3) Patterson et al. (1984)
Week 3 30/09/2019	1) Psychological therapies for children/ **Fleming** 2) Introduction to anxiety/ **Schweizer**	Behavioural experiments for anxiety	1) Module: How to write a good essay	1) Textbook chapter 5 (anxiety disorders) 2) Clark (1986) 3) Wells et al. (1995)

Week 4 07/10/2019	1) Obsessive-compulsive disorder/ **Grisham** 2) Eating disorders/ **Vartanian**	Obsessive-compulsive disorder (OCD)	1) Module: The peer review process	1) Textbook chapter 11 (eating disorders) 2) Abramowitz et al. (2003) 3) Rapee & Heimberg (1997)
Week 5 14/10/2019	1) Eating disorders/ **Vartanian** 2) Depression/ **Nickerson**	Intelligence tests	1) Lecture: Intelligence testing* 2) Module: Intelligence testing	1) Textbook chapter 4 (assessment, diagnosis, and treatment) 2) Kaufman & Lichtenberger (Chapter 1 excerpt) 3) Deary et al. (2013)
Week 6 21/10/2019	1) Adolescent mental health/ **Schweizer** 2) Mid-session test	Eating disorders	1) Module: Introduction to the cognitive-behavioural (CBT) model* 2) Module: CBT model case studies	1) Textbook chapter 7 (depression and bipolar) 2) Keel & Kump (2003) 3) Neumark-Sztainer (2005)
Week 7 28/10/2019	1) Bipolar disorder/ **Whitford** 2) Posttraumatic stress disorder/ **Nickerson**	No face-to-face tutorials	No online content	1) Textbook chapter 6 (disorders of trauma and stress)
Week 8 04/11/2019	1) Psychological therapies for adults/ **Nickerson** 2) Psychological therapies for adults/ **Nickerson**	Virtual reality exposure therapy	1) Module: Introduction to mindfulness 2) Module: Mindfulness myths and how-to	1) Textbook chapter 3 (models of abnormal psychology) 2) McGinn & Sanderson (2001) 3) Ehlers & Clark (2000)

Week 9 11/11/2019	1) Schizophrenia/ **Whitford** 2) Schizophrenia/ **Whitford**	Psychotic symptoms	1) Module: Introduction to personality disorders*	1) Textbook chapter 14 (schizophrenia) 2) Schwartz (Chapter 6, “A Season in Hell”) 3) Blakemore et al. (2000)
Week 10 18/11/2019	1) Transdiagnostic mechanisms in mental health**/ Schweizer** 2) Psychopathy/ **Krynen**	Psychopathy	1) Module: Borderline personality disorder	1) Textbook chapter 16 (personality disorders) 2) Clark (2009) 3) Hare (1996)
Study period 26/11/2019				
Exam period 29/11/2019				

*Online content is examinable in the mid-session and/or final examination.

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
Assessment 1: Tutorial participation	10 min presentation	15%	/5 for participation /10 for presentation	
Assessment 2: Essay	2000 words	25%	/100	15/11/2019 by 4pm
Assessment 3: Mid-session test	25 questions	20%	/25	25/10/2019 during lecture
Assessment 4: Final exam	2 hours	40%	/60	Exam period

Assessment 1: 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).

Assessment 2: An essay assignment on a designated topic in psychopathology will be introduced in the tutorial in Week 3. Your essay is to be submitted by 4pm on Friday of Week 9 (15th November) in in electronic copy via Turnitin within Moodle. Your essay must also be emailed in electronic form directly to your tutor. **Essays will not be accepted after November 29th and will receive a mark of 0**.

Assessment 3: In the second lecture of Week 6 (25th October), a multiple-choice test will be given in the lecture theatre. This test will cover material related to the lectures from weeks 1-4 (including textbook readings from weeks 1-4 and tutorial readings from weeks 2 and 3).

Assessment 4: The final exam will take place on campus during the official examination period.

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://student.unsw.edu.au/assessment

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Essay: In accordance with UNSW Assessment Policy written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late submissions will be in accordance with School policy (see: Psychology Student Guide).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see https://student.unsw.edu.au/special-consideration.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

Supplementary examinations: will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Tutorial participation	Within 10 days of due date	Tutor	Online	Moodle
Essay	Within 10 days of due date	Tutor	Online	Moodle/Turnitin
Mid-session test	Within 10 days of due date	Head tutor	Online	Moodle
Final exam	N/A	N/A	N/A	N/A

6. Academic integrity, referencing and plagiarism

The APA (6th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

APA 6th edition.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits**:** honesty, trust, fairness, respect, responsibility and courage.[1] At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site https://student.unsw.edu.au/plagiarism**,** and
- The *ELISE* training site http://subjectguides.library.unsw.edu.au/elise/presenting

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

7. Readings and resources

Textbook	Comer R. J., & Comer, J. S. (2018). *Abnormal Psychology, Tenth Edition*. New York: Worth Publishers. Available in UNSW bookshop and Library (My Course Reserve).
Course information	Available on Moodle
Textbook readings (Comer & Comer, 2018)	**Week 1:** Chapter 1, Abnormal psychology: Past and present [pp. 1-21]; Chapter 2, Research in Abnormal Psychology [pp 23-43]. **Week 2:** Chapter 17, Disorders common among children and adolescents [pp. 513-551]. **Week 3:** Chapter 5, Anxiety, obsessive-compulsive, and related disorders [pp. 113-151]. **Week 4:** Chapter 11, Eating disorders [pp. 313-341]. **Week 5:** Chapter 4, Clinical assessment, diagnosis, and treatment [pp. 85-111]. **Week 6:** Chapter 7, Depressive and bipolar disorders [pp. 189-219]. **Week 7:** Chapter 6, Disorders of trauma and stress [pp. 153-187]. **Week 8:** Chapter 3, Models of abnormality [pp. 45-83]. **Week 9:** Chapter 14, Schizophrenia and related disorders [pp. 421-445]. **Week 10:** Chapter 16, Personality disorders [pp. 473-511].
Required readings (in order of reading)	Schwartz, S. (1993). *Classic Studies in Abnormal Psychology*. London: Mayfield. (chapter 2: "What's in a name?")

[1] International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

	Patterson, G. R., Dishion, T. J., & Bank, L. (1984). Family interaction: A process model of deviance training. *Aggressive Behavior, 10*, 253-267. Clark, D. M. (1986). A cognitive approach to panic. *Behaviour Research and Therapy, 24,* 461-470. 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. *Behavior Therapy, 26,* 153-161. Abramowitz, J. S., Whiteside, S., Kalsy, S. A., & Tolin, D. F. (2003). Thought control strategies in obsessive-compulsive disorder: A replication and extension. *Behaviour Research and Therapy, 41,* 529-540. Rapee, R. M., & Heimberg, R. G. (1997). A cognitive-behavioral model of anxiety in social phobia. *Behavior Research and Therapy, 35*(8), 741-756. Kaufman, A. S., & Lichtenberger, E. O. (2006). *Assessing Adolescent and Adult Intelligence.* Hoboken, NJ: John Wiley & Sons. 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. *Psychological Science, 24*(12), 2361-2368. Keel, P. K., & Klump, K. L. (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology. *Psychological Bulletin, 129,* 747-769. Neumark-Sztainer, D. (2005). Can we simultaneously work toward the prevention of obesity and eating disorders in children and adolescents? *International Journal of Eating Disorders, 38,* 220-227. McGinn, L. K., & Sanderson, W. C. (2001). What allows cognitive behavioral therapy to be brief? Overview, efficacy, and crucial factors facilitating brief treatment. *Clinical Psychology: Science and Practice, 8,* 23-37. Ehlers, A. & Clark, D. M. (2000). A cognitive model of posttraumatic stress disorder. *Behaviour Research and Therapy, 38,* 319-345. Schwartz, S. (1993). *Classic Studies in Abnormal Psychology*. London: Mayfield. (chapter 6: “A season in hell”) 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. *Psychological Medicine*, *30*, 1131-1139. Clark, L. A. (2009). Stability and change in personality disorder. *Current Directions in Psychological Science, 18*(1), 27-31. Hare, R. D. (1996). Psychopathy and antisocial personality disorder: A case of diagnostic confusion. *Psychiatric Times*, *13*(2), 39-40.
Additional readings	**Week 2:** Murray, L., Creswell, C., & Cooper, P. J. (2009). The development of anxiety disorders in childhood: an integrative review. *Psychological Medicine, 39*(9), 1413-1423. **Week 8:** Wilson, G. T. (1996). Manual based treatments: The clinical application of research findings. *Behavior Research and Therapy, 34,* 295-314. **Week 9:** Chadwick, P., & Birchwood, M. (1994). The omnipotence of voices: A cognitive approach to auditory hallucinations. *The British Journal of Psychiatry, 164,* 190-201. **Week 10:** Hare, R. D. (1965). Temporal gradient of fear arousal in psychopaths. *Journal of Abnormal Psychology, 70*(6), 442-445. McCord, W. M., & McCord, J. (1964). *The psychopath: An essay on the*

	criminal mind. Van Nostrand.
Recommended internet sites	UNSW Library UNSW Learning centre ELISE Turnitin Student Code of Conduct Policy concerning academic honesty Email policy UNSW Anti-racism policy statement UNSW Equity and Diversity policy statement UNSW Equal opportunity in education policy statement

8. Administrative matters

The School of Psychology 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
- Student code of conduct
- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/
- Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing
- Disability Support Services: https://student.unsw.edu.au/disability-services
- UNSW IT Service Centre: https://www.it.unsw.edu.au/students/index.html