UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Science

Faculty of Science
School of Psychology

PSYC2101
Assessment, Personality and Psychopathology

Semester 2, 2014

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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**	2014
UNITS OF CREDIT	6	**LEVEL OF COURSE**	2nd 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, neuropsychological, 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, psychotic and substance-related disorders. Emphasis will be placed on diagnostic criteria, contemporary theories of psychopathology, and empirically supported approaches to treating mental disorders.		

2. Staff Contact Details

COURSE COORDINATOR

Name	Phone	Email	Office	Contact Time & Availability
Dr. Eva Kimonis	9385 0376	e.kimonis@unsw.edu.au	MAT 1102	By appointment

LECTURERS

Name	Phone	Email	Office	Contact Time & Availability
Dr. 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
Dr. Lenny Vartanian	9385 8758	lvartanian@psy.unsw.edu.au	MAT 1111	By appointment
Dr. Angela Nickerson	9385 0538	a.nickerson@unsw.edu.au	MAT 1101a	By appointment
Dr. Josh Broderick	8966 8556	jbroderick@psy.unsw.edu.au	MAT 1313	By appointment

TUTORS & DEMONSTRATORS

Name	Phone	Email	Office	Contact Time & Availability
Melissa Black (head tutor)	9385 3196	melissa.black@unsw.edu.au	MAT 1302	By appointment
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Ann Martin	9385 9598	ann.martin@unsw.edu.au	MAT 1301	By appointment
Katherine Osborne-Crowley		k.osbornecrowley@unsw.edu.au	MAT 1510	By appointment
Lena Oestreich		lena.oestreich@unsw.edu.au	MAT 1502	By appointment
Sarah Robuck		s.robuck@unsw.edu.au	MAT 1502	By appointment
Kelvin Wong	9385 3196	shiufung.wong@unsw.edu.au	MAT 1302	By appointment

3. Course Timetable

Component	Tutor	Class Number	Time	Day	Location
Lectures					
Lecture 1		3895	2-3	Wednesday	Mathews Theatre A
Lecture 2		3895	4-5	Thursday	Mathews Theatre A
Tutorials (9 weeks; Week 3-6, 8-12)	Melissa Black Melissa Black Sarah Robuck Sarah Robuck	3896 3901 3897 3911	9-11 11-1 1-3 3-5	Monday Monday Monday Monday	Mathews 307 Mathews 306 Mathews 313 Mathews 113
	Katie Chung Ann Martin Ann Martin	3900 3898 3899	9-11 1-3 4-6	Tuesday Tuesday Tuesday	Mathews 306 Mathews 309 Mathews 313
	Katherine Osborne-Crowley Katherine Osborne-Crowley	3907 3904	11-1 3-5	Wednesday Wednesday	Mathews 303 Mathews 307
	Lena Oestreich Lena Oestreich Lena Oestreich	3902 3908 3914	9-11 12-2 2-4	Thursday Thursday Thursday	Mathews 307 Mathews 123 Mathews 303
	Kelvin Wong Clare Calderwood Kelvin Wong Clare Calderwood Katie Chung	3912 3913 3903 3909 3910	9-11 9-11 11-1 1-3 1-3	Friday Friday Friday Friday Friday	Mathews 303 Mathews 112 Mathews 307 Mathews 303 Mathews 112
	NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Blackboard course site.				

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 have:

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 etiology 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 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

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 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 requires you to develop openness and a questioning attitude.

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.

* 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**	**Suggested Readings**
1 July 30-31	Weds: Introduction/**Kimonis** Thurs: Reliability & Validity/ **Whitford**	None	None
2 August 6-7	Weds & Thurs: Intelligence Assessment/**Williams**	None	None
3 August 13-14	Weds & Thurs: Neuropsych Assessment/**Broderick**	Intelligence Tests	1. Kaufman & Lichtenberger (Chapter 1 excerpt)
4 August 20-21	Weds: Classification/ **Broderick** Thurs: Anxiety/ **Nickerson**	Neuropsych Tests	1. Milner (1963) 2. Squire (2009)
5 August 27-28	Weds & Thurs: Eating Disorders/**Vartanian**	Classification exercise	1. Schwartz (Chapter 3, "What's in a name?") 2. Stein et al (2010)
6 September 3-4	Weds & Thurs: Childhood Disorders/**Kimonis**	Eating disorder diagnosis activity	1. Keel & Klump (2003) 2. Neumark-Sztainer (2005)
7 September 10-11	Weds: Midsession test/**Kimonis** Thurs: Personality/ **Whitford**	None	1. Patterson, Dishion, & Bank (1984) 2. Murray, L., Creswell, C., & Cooper, P. J. (2009).
8 September 17-18	Weds: Depression/**Nickerson** Thurs: Bipolar/**Whitford**	Behavioural experiments/ Bipolar video	1. Schwartz (Chapter 6, "A season in hell") 2. Wells et al. (1995) *Background reading:* *Barlow & Durand (Chapter 5, Anxiety disorders)*
9 September 24-25	Weds & Thurs: Schizophrenia/**Whitford**	Psychotic symptoms exercise & video	1. Chadwick & Birchwood (1994) 2. Blakemore (2000) *Background reading:* *Barlow & Durand (Chapter 13, Schizophrenia and other psychotic disorders). Give particular attention to pp. 471-477, "Clinical description and symptoms" and pp. 481-490 "Prevalence and causes of schizophrenia"*
10 October 8-9	Weds: Substance Abuse/**Whitford** Thurs: Personality Disorders/ **Kimonis**	Substance abuse activity	1. Clark (2009) 2. Poulos, Hinson, & Siegel (1981) *Background reading:* *Barlow & Durand (Chapters 11 & 12, Substance-Related Disorders, Personality disorders).*
11 October 15-16	Weds: Psychopathy/ **Kimonis** Thurs: Psychological Therapies for Children/ **Kimonis**	Psychopathy activity & videos	1. McCord & McCord (1964) 2. Hare (1996)
12 October 22-23	Weds & Thurs: Psychological Therapies for Adults/**Nickerson**	Wrap-up and Exam Preparation	1. McGinn & Sanderson (2001) 2. Wilson (1996)

10. Assessment								
Assessment Task	**Weight**	**Learning Outcomes Assessed**	**Graduate Attributes Assessed**	**Date of**		**Feedback**		
				Release	**Submission**	**Who**	**When**	**How**
Tutorial participation 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).	15%			Week 3	Week 4 through Week 12		Week 12	
Essay 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. The essay is to be submitted to the Psychology Office by 4 pm on Friday of Week 11 (17th October).	25%			Week 4	Friday Week 11			
Mid-session-test In the Wednesday lecture of Week 7 (10th 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).	20%			Wednesday, Week 7 (10th September)	Wednesday, Week 7 (10th September)			
Final exam	40%			TBA	TBA			Final exam

11. Expected Resources for Students	
TEXTBOOKS	Barlow, D.H., & Durand V. M. (2015). *Abnormal psychology: An integrative approach*. *Seventh Edition*. Cengage Learning. Available in UNSW bookshop and Library (My Course Reserve). 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.
COURSE MANUAL	Available via course website
REQUIRED READINGS	Reference list for tutorial readings available via course website. Barlow & Durand (Chapter 5, Anxiety disorders) Barlow & Durand (Chapter 11, Substance-Related and Impulse Control Disorders). Barlow & Durand (Chapter 12, Personality Disorders). Barlow & Durand (Chapter 13, Schizophrenia and other psychotic disorders). Give particular attention to pp. 471-477, "Clinical description and symptoms" and pp. 481-490 "Prevalence and causes of schizophrenia" 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. Chadwick, P., & Birchwood, M. (1994). The omnipotence of voices: A cognitive approach to auditory hallucinations. *The British Journal of Psychiatry, 164,* 190-201. 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. Kaufman, A. S., & Lichtenberger, E. O. (2006). *Assessing Adolescent and Adult Intelligence.* Hoboken, NJ: John Wiley & Sons. Keel, P. K., & Klump, K. L. (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology. *Psychological Bulletin, 129,* 747-769. McCord, W., & McCord, J. (1964). The psychopath: An essay on the criminal mind. Oxford: Van Nostrand. 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. Milner, B. (1963) Effects of different brain lesions on card sorting. *Archives of Neurology, 9,* 90-100. Murray, L., Creswell, C., & Cooper, P. J. (2009). The development of anxiety disorders in childhood: an integrative review. *Psychological Medicine, 39*(09), 1413-1423. 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. Patterson, G. R., Dishion, T. J., & Bank, L. (1984). Family interaction: A process model of deviance training. *Aggressive Behavior, 10*, 253-267. Poulos, C., Hinson, R., & Siegel, S. (1981). The role of Pavlovian processes in drug tolerance and dependence: Implications for treatment. *Addictive Behaviors*, *6*, 205-212. Schwartz, S. (1993). *Classic Studies in Abnormal Psychology*, London: Mayfield Squire, L. R. (2009). The legacy of Patient H.M. for Neuroscience. *Neuron, 61*, 6-9. Stein, D. J., Phillips, K. A., Bolton, D., Fulford, K. W. M., Sadler, J. Z., & Kendler, K. S. (2010). What is a mental/psychiatric disorder? From DSM-IV to DSM-V. *Psychological Medicine, 40*(11), 1759-1765.

	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. Wilson, G. T. (1996). Manual based treatments: The clinical application of research findings. *Behaviour Research and Therapy, 34,* 295-314.
RECOMMENDED INTERNET SITES	You should be aware of policies regarding your behaviour at the university. Familiarize yourself with the following: Student Code of Conduct Policy concerning academic honesty Email policy UNSW Anti-racism policy statement UNSW Equity and Diversity policy statement

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 Course and Teaching Evaluation and Improvement (CATEI) process.

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: www.lc.unsw.edu.au/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://elise.library.unsw.edu.au.

- **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: http://telt.unsw.edu.au/turnitin.

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

www.unsw.edu.au/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 lead 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)
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/sites/all/files/page_file_attachment/Psychology%20Student%20Guide%202014%20S2_0.pdf 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*.