



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

Science

FACULTY OF SCIENCE  
SCHOOL OF PSYCHOLOGY

**PSYC2101**

**Assessment, Personality and Psychopathology**

Semester 2, 2016

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1. Information about the Course			
<b>FACULTY</b>	Science		
<b>SCHOOL OR DEPARTMENT</b>	Psychology		
<b>COURSE CODE</b>	PSYC2101		
<b>COURSE NAME</b>	Assessment, Personality, and Psychopathology		
<b>SEMESTER</b>	Semester 2	<b>YEAR</b>	2016
<b>UNITS OF CREDIT</b>	6	<b>LEVEL OF COURSE</b>	2 <sup>nd</sup> year
<b>ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES</b>	Contact the School Office		
<b>SUMMARY OF THE COURSE</b>	<p>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.</p>		

2. Staff Contact Details				
<b>COURSE COORDINATOR</b>				
<b>Name</b>	<b>Phone</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
A/Prof Eva Kimonis	9385 2323	e.kimonis@unsw.edu.au	MAT 1102	By appointment
<b>LECTURERS</b>				
<b>Name</b>	<b>Phone</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
A/ Prof Jessica Grisham	9385 3031	jessicag@unsw.edu.au	MAT1303	By appointment
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
A/ Prof 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
<b>TUTORS &amp; DEMONSTRATORS</b>				
<b>Name</b>	<b>Phone</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
Natalie Goulter (head tutor)		n.goulter@unsw.edu.au	MAT 1402	By appointment
Katie Chung		katie.chung@unsw.edu.au	MAT 1301	By appointment
Dharani Keyan		d.keyan@unsw.edu.au	MAT 1408	By appointment
Georgie Fleming		g.fleming@psy.unsw.edu.au	MAT 1408	By appointment
Sarah Altmann		s.altmann@unsw.edu.au	MAT 1402	By appointment
Maddy Bisby		m.bisby@unsw.edu.au	MAT 1402	By appointment
Lillian Le		l.le@psy.unsw.edu.au	MAT 1407	By appointment
Jane Hwang		jane.hwang@student.unsw.edu.au	Rm 111, 30 Botany St	By appointment

### 3. Course Timetable

Component	Tutor	Class Number	Time	Day	Location
Lectures					
Lecture 1			11-12	Tuesday	Mathews Theatre A
Lecture 2			11-12	Wednesday	Mathews Theatre A
Tutorials (8 weeks; Week 3-9, 11-12)	Katie Chung Katie Chung Natalie Goulter	3462 3463 3475	9-11 11-1 3-5	Monday Monday Monday	Mathews 104 Mathews 313 Mathews 130
	Georgie Fleming Georgie Fleming Sarah Altmann Sarah Altmann	3465 3467 3476 3479	9-11 12-2 2-4 4-6	Tuesday Tuesday Tuesday Tuesday	Mathews 308 Mathews 313 Mathews 306 Mathews 306
	Maddy Bisby Lillian Le Maddy Bisby Jane Hwang	3468 9921 3470 3477	9-11 9-11 1-3 3-5	Wednesday Wednesday Wednesday Wednesday	Mathews 306 Mathews 232 Mathews 306 Mathews 306
	Dharani Keyan Dharani Keyan Lillian Le	3466 3469 3478	9-11 11-1 3-5	Thursday Thursday Thursday	Mathews 306 Mathews 313 Mathews 306
	Natalie Goulter Natalie Goulter Jane Hwang	3472 3473 3474	9-11 11-1 1-3	Friday Friday Friday	Mathews 313 Mathews 308 Mathews 313
<i>NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Blackboard 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 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
<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 requires you to develop openness and a questioning attitude.</p> <p>The mid-session test (<b>Week 7</b>) will provide you with an opportunity to test your understanding of Learning Outcomes 1. The final exam is designed to assess Learning Outcomes 1 &amp; 2.</p>

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\* 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).

<b>9. Course Schedule</b>			
<b>Week</b>	<b>Lecture Topic &amp; Lecturer</b>	<b>Tutorial/Lab Content</b>	<b>Required Readings</b>
1 July 26/27	Tues: Introduction/ <b>Kimonis</b> Weds: Childhood Disorders/ <b>Kimonis</b>	None	None
2 August 2/3	Tues: Psychological Therapies for Children/ <b>Kimonis</b> Weds: Reliability & Validity/ <b>Whitford</b>	None	None
3 August 9/10	Tues: Classification/ <b>Whitford</b> Weds: Introduction to Anxiety/ <b>Grisham</b>	Classification exercise	1. Schwartz (Chapter 3, "What's in a name?") 2. Insel et al. (2010)
4 August 16/17	Tues: Panic Disorder, Specific Phobia/ <b>Grisham</b> Weds: Generalised Anxiety Disorder, Social Anxiety/ <b>Grisham</b>	Behavioural experiments	1. Wells et al. (1995) 2. Clark (1986)
5 August 23/24	Tues: Obsessive Compulsive Disorder/ <b>Grisham</b> Weds: Posttraumatic Stress Disorder/ <b>Nickerson</b>	OCD video	1. Ehlers & Clark (2000) 2. Abramowitz et al. (2003)
6 August 30/31	Tues & Weds: Intelligence Assessment/ <b>Williams</b>	Intelligence Tests	1. Kaufman & Lichtenberger (Chapter 1 excerpt) 2. Deary et al. (2013)
7 September 6/7	Tues: Midsession test/ <b>Kimonis</b> Weds: Eating Disorders/ <b>Vartanian</b>	None	
8 September 13/14	Tues: Eating Disorders/ <b>Vartanian</b> Weds: Depression/ <b>Nickerson</b>	Eating disorder diagnosis activity	1. Keel & Klump (2003) 2. Neumark-Sztainer (2005)
9 September 20/21	Tues: Bipolar/ <b>Whitford</b> Weds: Psychological Therapies for Adults/ <b>Nickerson</b>	Psychotic symptoms exercise & video	1. Schwartz (Chapter 6, "A Season in hell") 2. Blakemore et al. (2000)
26 Sep-3 Oct	Mid-Semester Break		
10 October 4/5	Tues: Psychological Therapies for Adults/ <b>Nickerson</b> Weds: Schizophrenia/ <b>Whitford</b>	None	
11 October 11/12	Tues: Schizophrenia/ <b>Whitford</b> Weds: Personality/ <b>Whitford</b>	Psychopathy activity & videos	1. Hare (1996) 2. Hare (1965)
12 October 18/19	Tues: Personality Disorders/ <b>Kimonis</b> Weds: Psychopathy/ <b>Kimonis</b>	Mindfulness exercise 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
<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		Week 12	
<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 (14<sup>th</sup> October) in 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. <b>Essays will not be accepted after October 29th and will receive a mark of 0.</b></p>	25%			Week 4	Friday Week 11			
<p>Mid-session-test</p> <p>In the Tuesday lecture of Week 7 (6<sup>th</sup> 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 (6 <sup>th</sup> September)	Tuesday, Week 7 (6 <sup>th</sup> September)			
Final exam	40%			TBA	TBA			Final exam

11. Expected Resources for Students	
<b>TEXTBOOKS</b>	<p>Barlow, D.H., &amp; Durand V. M. (2015). <i>Abnormal psychology: An integrative approach. Seventh Edition.</i> Cengage Learning. Available in UNSW bookshop and Library (My Course Reserve).</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>
<b>COURSE MANUAL</b>	Available via course website
<b>READINGS (TUTORIAL CONTENT)</b>	<p>Schwartz, S. (1993). <i>Classic Studies in Abnormal Psychology.</i> London: Mayfield</p> <p>Insel, T., Cuthbert, B., Garvey, M., Heinssen, R., Pine, D. S., Quinn, K. et al., (2010). Research Domain Criteria (RdoC): Toward a new classification framework for research on mental disorders. <i>Am J Psychiatry, 167(7), 748-751.</i></p> <p>Kaufman, A. S., &amp; Lichtenberger, E. O. (2006). <i>Assessing Adolescent and Adult Intelligence.</i> Hoboken, NJ: John Wiley &amp; Sons.</p> <p>Deary, I. J., Pattie, A., &amp; 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, 24(12), 2361-2368.</i></p> <p>Hare, R. D. (1965). Temporal gradient of fear arousal in psychopaths. <i>Journal of Abnormal Psychology, 70(6), 442-445.</i></p> <p>Hare, R. D. (1996). Psychopathy and antisocial personality disorder: A case of diagnostic confusion. <i>Psychiatric Times, 13(2), 39-40.</i></p> <p>Keel, P. K., &amp; Klump, K. L. (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology. <i>Psychological Bulletin, 129, 747-769.</i></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, 38, 220-227.</i></p> <p>Wells, A., Clark, D.M., Salkovskis, P., Ludgate, J., Hackmann, A., &amp; Gelder, M. (1995). Social phobia: The role of in-situation safety behaviours in maintaining anxiety and negative beliefs. <i>Behavior Therapy, 26, 153-161.</i></p> <p>Clark, D. M. (1986). A cognitive approach to panic. <i>Behaviour Research and Therapy, 24, 461-470.</i></p> <p>Ehlers, A. &amp; Clark, D. M. (2000). A cognitive model of Posttraumatic Stress Disorder. <i>Behaviour Research and Therapy, 38, 319-345.</i></p> <p>Abramowitz, J. S., Whiteside, S., Kalsy, S. A., &amp; Tolin, D. F. (2003). Thought control strategies in obsessive-compulsive disorder: A replication and extension. <i>Behaviour Research and Therapy, 41, 529-540.</i></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, 30, 1131-1139.</i></p> <p>McGinn, L. K., &amp; 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, 8, 23-37.</i></p> <p>Wilson, G. T. (1996). Manual based treatments: The clinical application of research findings. <i>Behaviour Research and Therapy, 34, 295-314.</i></p>

<p><b>ADDITIONAL READINGS</b></p>	<p><b>Week 1:</b> Barlow &amp; Durand (Chapter 1, Abnormal behavior in historical context).</p> <p><b>Week 2:</b> Barlow &amp; Durand (Chapter 14, Neurodevelopmental disorders and pp.455-460 on Conduct Disorder). Patterson, G. R., Dishion, T. J., &amp; Bank, L. (1984). Family interaction: A process model of deviance training. <i>Aggressive Behavior</i>, 10, 253-267.</p> <p><b>Week 3:</b> Barlow &amp; Durand (Chapter 5, Anxiety disorders pp. 123-154).</p> <p><b>Week 4/5:</b> Barlow &amp; Durand (Chapter 5, Anxiety disorders pp. 155-177). Murray, L., Creswell, C., &amp; Cooper, P. J. (2009). The development of anxiety disorders in childhood: an integrative review. <i>Psychological Medicine</i>, 39(09), 1413-1423.</p> <p><b>Week 8:</b> Barlow &amp; Durand (Chapter 7, Mood disorders and suicide).</p> <p><b>Week 9/10:</b> Barlow &amp; 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" Chadwick, P., &amp; 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><b>Week 11/12:</b> Barlow &amp; Durand (Chapter 12, Personality Disorders). Clark, L. A. (2009). Stability and change in personality disorder. <i>Current Directions in Psychological Science</i>, 18(1), 27-31.</p>
<p><b>RECOMMENDED INTERNET SITES</b></p>	<p>You should be aware of policies regarding your behaviour at the university. Familiarize yourself with the following: Student Code of Conduct, <a href="https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf">https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf</a> Policy concerning academic honesty, <a href="http://www.lc.unsw.edu.au/academic-integrity-plagiarism">http://www.lc.unsw.edu.au/academic-integrity-plagiarism</a> Email policy, <a href="https://student.unsw.edu.au/email-rules">https://student.unsw.edu.au/email-rules</a> UNSW Anti-racism policy statement, <a href="https://student.unsw.edu.au/racism">https://student.unsw.edu.au/racism</a> UNSW Equity and Diversity policy statement, <a href="https://www.gs.unsw.edu.au/policy/documents/equitystatement.pdf">https://www.gs.unsw.edu.au/policy/documents/equitystatement.pdf</a> UNSW Equal opportunity in education policy statement, <a href="https://www.gs.unsw.edu.au/policy/documents/equaleducationpolicy.pdf">https://www.gs.unsw.edu.au/policy/documents/equaleducationpolicy.pdf</a></p>
<p><b>12. Course Evaluation &amp; Development</b></p>	
<p>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.</p>	
<p><b>13. Plagiarism &amp; Academic Integrity</b></p>	
<p><b>What is plagiarism?</b> 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.</p>	



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 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)

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

**Phone:** 9385 2060

**Email:** [learningcentre@unsw.edu.au](mailto: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](mailto: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*.