



Course Outline

PSYC2101

Assessment, Personality, and Psychopathology.

School of Psychology

Faculty of Science

T3, 2020

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1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course email address	For enquiries related to PSYC2101	psyc2101@unsw.edu.au		
Course Convenor	Prof Eva Kimonis	e.kimonis@unsw.edu.au	By appointment	9385 2323
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Head Tutor	Dr. Georgie Fleming	g.fleming@unsw.edu.au	By appointment	93852839
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2. Course information

Units of credit:	6
Pre-requisite(s):	PSYC1001
Teaching times and locations:	<u>PSYC2101 Timetable</u>

2.1 Course summary

This course is an introduction to psychological assessment, personality, and psychopathology. The psychological 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 contemporary 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 and intelligence testing.
3. Demonstrate understanding and apply principles of psychopathology to the major clinical features of a number of mental disorders, including anxiety, mood, 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	Tutorials	Lectures, tutorials	Tutorial preparation (“tut prep”), Presentation, Short-answer questions, Final exam
2.	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings			Tutorials	Lectures, tutorials, online activities, readings	Tut prep, Presentation, Short-answer questions, Final exam
3.	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings			Tutorials	Lectures, tutorials, online activities, readings	Tut prep, Presentation, Short-answer questions, Final exam
4.	Lectures, tutorials, online activities, readings	Tutorials, online activities	Lectures, tutorials, online activities, readings	Tut prep, Presentation, 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	Tut prep, Presentation, Short-answer questions, Final exam
6.	Lectures, tutorials, online activities, readings		Tutorials, online activities, readings	Tut prep, Presentation, Short-answer questions, Final exam			
7.	Tutorials, online activities	Tutorials, online activities	Tutorials, online activities		Tutorials, online activities	Tutorials, online activities, readings	Presentation, Short-answer questions

3. Strategies and approaches to learning

3.1 Learning and teaching activities

To achieve the learning outcomes outlined above, you will need to attend online 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 90-minute 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 supplementary 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 short-answer assessment will provide you with an opportunity to test your understanding of Learning Outcomes 1 through 3, 5, 6, and is also designed to assess Learning Outcome 7.

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 to students on a weekly basis to provide an opportunity to evaluate understanding of course material. 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 online 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 Equitable Learning 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, 90 minutes of face to face tutorials, and up to 1 hour of online modules and materials. 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 09/09/2020	N/A	N/A	1) Lecture: Course orientation	N/A
Week 1 14/09/2020	1) Classification/ Denson 2) Reliability and validity/ Denson	No face-to-face tutorials	1) Lecture: Course introduction	1) Textbook chapter 1 (abnormal psychology), pages 1-7
Week 2 21/09/2020	1) Personality/ Whitford 2) Psychopathy/ Kimonis	Classification of mental disorders	1) Module: Introduction to DSM-5*	1) Textbook chapter 4 (assessment, diagnosis, and treatment), pages 85-106 (clinical assessment) 2) Schwartz (chapter 2, "What's in a name?") excerpt
Week 3 28/09/2020	1) Childhood disorders/ Kimonis 2) Childhood disorders/ Kimonis	Psychopathy	1) Module: Introduction to personality disorders* 2) Module: Borderline personality disorder	1) Textbook chapter 16 (personality disorders), and chapter 19 page 596 2) Krueger & Markon (2014) excerpt 3) Hare (1996)

Week 4 05/10/2020	<ol style="list-style-type: none"> 1) Labour Day holiday (5 Oct) 2) Psychological therapies for children/ Kimonis 	No face-to-face tutorials	<ol style="list-style-type: none"> 1) Module: ABC analysis* 2) Module: The coercive cycle of childhood disruptive behaviour disorders* 	<ol style="list-style-type: none"> 1) Textbook chapter 3 pages 80-82, 149-150 (developmental psychopathology) & chapter 17 (childhood disorders), pages 513-541 2) Patterson et al. (1989)
Week 5 12/10/2020	<ol style="list-style-type: none"> 1) Anxiety and its disorders/ Grisham 2) Depression/ Nickerson 	Behavioural experiments for anxiety & virtual reality exposure therapy	<ol style="list-style-type: none"> 1) Module: Introduction to the cognitive-behavioural (CBT) model* 2) Module: CBT model case studies 	<ol style="list-style-type: none"> 1) Textbook chapter 5 (anxiety disorders) 2) Clark (1986) 1) Rapee & Heimberg (1997)
Week 6 19/10/2020	<ol style="list-style-type: none"> 1) Flexibility week (no classes) 	No face-to-face tutorials	<ol style="list-style-type: none"> 1) No online content 	<ol style="list-style-type: none"> 1) Textbook chapter 7 (depression and bipolar) 2) Schwartz (Chapter 6, "A Season in Hell")
Week 7 26/10/2020	<ol style="list-style-type: none"> 1) Bipolar disorder/ Whitford 2) Eating disorders/ Vartanian 	Eating disorders & Obsessive-compulsive disorder (OCD)	<ol style="list-style-type: none"> 1) Lecture: Intelligence testing* 	<ol style="list-style-type: none"> 1) Textbook chapter 11 (eating disorders) 2) Keel & Kump (2003) 3) Neumark-Sztainer (2005)
Week 8 02/11/2020	<ol style="list-style-type: none"> 1) Eating disorders/ Vartanian 2) Schizophrenia/ Whitford 	Intelligence tests	<ol style="list-style-type: none"> 1) Module: Intelligence testing* 	<ol style="list-style-type: none"> 1) Textbook chapter 17 (intellectual disability), pages 541-550 2) Neisser et al. (1996) excerpt

Week 9 09/11/2020	1) Schizophrenia/ Whitford 2) Dementia and cognitive decline/ Peters	Psychotic symptoms	1) No online content	1) Textbook chapter 14 (schizophrenia) 2) Blakemore et al. (2000)
Week 10 16/11/2020	1) Posttraumatic stress disorder/ Nickerson 2) Psychological therapies for adults/ Nickerson	No face-to-face tutorials	1) Module: Introduction to mindfulness 2) Module: Mindfulness myths and how-to	1) Textbook chapter 6 (disorders of trauma and stress), pages 153-171 2) McGinn & Sanderson (2001)
Study period 26/11/2020	1) Psychological therapies for adults/ Nickerson (23/11/19)	No face-to-face tutorials		1) Textbook chapter 2 (research in abnormal psychology) pages 32-38, chapter 3 (models of abnormality) pages 50-52, 59-66, 73-77, chapter 4 pages 107-110, chapter 8 (treatments for depressive and bipolar disorders)
Exam period 29/11/2020				

***Asterisk denotes online content that is pre-work for the tutorial and/or is examinable in the short-answer assessment 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 preparation	Online varied length preparatory work for tutorials	5%	/5	Prior to tutorial, as indicated in course schedule online activities column
Assessment 2: Tutorial presentation	10 min presentation	10%	/10	Per schedule provided in week 2 tutorial
Assessment 3: Short answer questions	500 word and 750 word	35%	/15 500 word /20 750 word	9 October (Week 4) by 11.59pm
Assessment 4: Final exam	2 hours	50%	/50	Exam period

Assessment 1: Before each tutorial class every student must complete the associated online module as pre-work (where indicated, as detailed in the course schedule online activities column), and study the reading(s) set for that tutorial 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 tutorial preparation mark is based on completion of the designated online pre-work (5 marks).

Assessment 2: Students will be paired through random assignment to give a 10-minute oral presentation in one tutorial class, based on the reading set for that tutorial class. Assigned presentation partners and readings will be announced in the first tutorial. 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 tutorial presentation is worth 10 marks.

Assessment 3: Students will receive two short answer questions on designated topics in psychopathology via Moodle in Week 2. Students will submit short written answers (500 and 750 words) to these questions by 11.59pm on Friday of Week 4 (9 October) in MS Word version via Turnitin within Moodle. Your short answer assessment must also be emailed in electronic form directly to your tutor. **Short answer assessments will not be accepted after 23 October and will receive a mark of 0.**

Assessment 4: The final exam will be a multiple-choice test that takes place online during the official examination period. This exam will cover material presented in the lectures, tutorials, tutorial readings, and tutorial preparation online modules (denoted with an asterisk* in the course schedule).

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, except where provided as a duplicate copy as requested in the course outline.

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 preparation	Within 10 days of due date	Tutor	Online	Moodle

Presentation	Within 10 days of due date	Tutor	Online	Moodle
Short answer questions	Within 10 days of due date	Tutor	Online	Moodle/Turnitin
Final exam	N/A	N/A	N/A	N/A

6. Academic integrity, referencing and plagiarism

The APA (7th 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 7th 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 (supplementary)	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).
Course information	Available on Moodle
Textbook readings (Comer & Comer, 2018, recommended supplementary)	Week 1: Chapter 1, Abnormal psychology: Past and present [pp. 1-7]; Week 2: Chapter 4, Clinical assessment, diagnosis, and treatment [pp. 85-106]. Week 3: Chapter 16, Personality disorders [pp. 473-511] and Chapter 19, p. 596 Week 4: Chapter 3, Models of abnormality [pp. 80-82, 149-150] and Chapter 17, Disorders common among children and adolescents

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

	<p>[pp. 513-541].</p> <p>Week 5: Chapter 5, Anxiety, obsessive-compulsive, and related disorders [pp. 113-150].</p> <p>Week 6: Chapter 7, Depressive and bipolar disorders [pp. 189-219].</p> <p>Week 7: Chapter 11, Eating disorders [pp. 313-340].</p> <p>Week 8: Chapter 17, Intellectual disability [pp. 541-550].</p> <p>Week 9: Chapter 14, Schizophrenia and related disorders [pp. 421-444].</p> <p>Week 10: Chapter 6, Disorders of trauma and stress [pp. 153-171].</p> <p>Study Period: Chapter 2, Research in Abnormal Psychology [pp 32-38], Chapter 3 [models of abnormality, pp. 50-52, 59-66, 73-77], Chapter 4 [pp. 107-110], Chapter 8 [Treatments for depressive and bipolar disorders, pp. 221 - 247]</p>
Required tutorial readings (in order of reading)	<p>Week 2: Schwartz, S. (1993). <i>Classic Studies in Abnormal Psychology</i>. London: Mayfield. (chapter 2: "What's in a name?") excerpt</p> <p>Week 3: Krueger, R. F., & Markon, K. E. (2014). The role of the DSM-5 personality trait model in moving toward a quantitative and empirically based approach to classifying personality and psychopathology. <i>Annual Review of Clinical Psychology, 10</i>, 477-501. [excerpt]</p> <p>Hare, R. D. (1996). Psychopathy and antisocial personality disorder: A case of diagnostic confusion. <i>Psychiatric Times, 13</i>(2), 39-40.</p> <p>Week 5: Clark, D. M. (1986). A cognitive approach to panic. <i>Behaviour Research and Therapy, 24</i>, 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, 35</i>(8), 741-756.</p> <p>Week 7: Keel, P. K., & Klump, K. L. (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology. <i>Psychological Bulletin, 129</i>, 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, 38</i>, 220-227.</p> <p>Week 8: Neisser, U., Boodoo, G., Bouchard Jr, T. J., Boykin, A. W., Brody, N., Ceci, S. J., ... & Urbina, S. (1996). Intelligence: knowns and unknowns. <i>American Psychologist, 51</i>(2), 77.</p> <p>Week 9: 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</i>, 1131-1139.</p>
Additional readings (recommended supplementary)	<p>Week 4: Patterson, G., DeBaryshe, B., & Ramsey, E. (1989). A Developmental Perspective on Antisocial Behavior. <i>American Psychologist, 44</i>(2), 329-335.</p> <p>Week 6: Schwartz, S. (1993). <i>Classic Studies in Abnormal Psychology</i>. London: Mayfield. (chapter 6: "A season in hell")</p> <p>Week 10: 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, 8</i>, 23-37.</p>

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
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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>