



Course Outline

PSYC2101

Assessment, Personality, and Psychopathology.

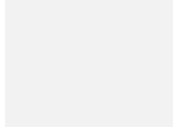
School of Psychology

Faculty of Science

T3, 2019

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1. Staff



2.4 Relationship between course and program learning outcomes and assessments

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

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 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

<p>Week 9 11/11/2019</p>	<p>1) Schizophrenia/ Whitford 2) Schizophrenia/ Whitford</p>	<p>Psychotic symptoms</p>	<p>1) Module: Introduction to personality disorders*</p>	<p>1) Textbook chapter 14 (schizophrenia) 2) Schwab & Costello (2004) 3) Blakemore et al. (2000)</p>
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***Online content is examinable in the mid-session and/or final examination.**

5. Assessment

5.1 Assessment tasks

All 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:

- 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

	<i>criminal mind.</i> 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

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