



Course Outline

PSYC2101

Assessment, Personality, and Psychopathology.

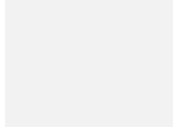
School of Psychology

Faculty of Science

T3, 2019

Last updated: 13/09/2019 1:13 PM

1. Staff



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

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

Week 9	1) Schizophrenia/ Whitford	Psychotic symptoms	1) Module: Introduction to personality disorders*	2) Textbook chapter 14
11/11/2019	2) Schizophrenia/ Whitford			

***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:

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 If any of these values are not followed, academic integrity is compromised and plagiarism may be detected in your work.

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

- 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.

	<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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