PSYC3015: Personality and Intelligence II

Unit of Study Code:  PSYC3015

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Format of Unit:  2 x 1 hour lectures/week x 13 weeks  
1 x 2 hour tutorial/week x 10 weeks

Credit Point Value:  6 Credit Points

Qualifying:  PSYC (2014 or 2114) plus one other Intermediate Psychology Unit from PSYC (2011 or 2911 or 2111), PSYC (2012 or 2112), PSYC (2013 or 2113)

Assessment:  Systematic Review, Part 1*: 500 words (due BEFORE 4PM on Monday, 30th March, 2015): 15% of total mark of the Unit

Systematic Review, Part 2*: 1800-2000 words (due BEFORE 4PM on Monday, 11th May, 2015): 30% of total mark of the Unit

In-class rapid presentation:  Held in Week 12 tutorial: 5% of total mark of the Unit

Final Examination*: 2hr exam (multiple-choice and written-answer questions): 50% of total mark of the Unit

*Completion of these assessments is compulsory to pass this unit. Students who fail to complete any of these components will receive an Absent Fail, regardless of their marks in other assessments.

NB It is very important that you read the general administrative guidelines for submission of written work, penalties for late work, assessment criteria, procedures for applying for extensions and special consideration in the Undergraduate Student Guide available on eLearning or via the link below:


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Unit of study general description:
The aim of this unit of study is to provide students with an overview of psychological tests and testing, and of different areas of research and practice in personality, intelligence, and individual differences. Students will be exposed to a wide variety of different theoretical models and encouraged to critically evaluate these theories based on the supporting research evidence. The methods of conducting and evaluating individual differences research will also be a focus of the course. Students will be encouraged to take multiple perspectives, evaluating theories of personality and intelligence from a research, practice, and policy point-of-view.

Graduate Attributes and Student Learning Outcomes.
Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology. The following graduate attributes and student learning outcomes will be developed through lectures, tutorials and assessment activities. They will be assessed in the systematic review, symposium presentations, and in the final examination.

1: Core knowledge and understanding

Student learning outcomes:

(i) Understand the different major purposes and applications of psychological tests
(ii) Understand the history and content of the main theoretical approaches to personality (trait theories, psychophysiological theories, interpersonal theories and evolutionary theories)
(iii) Understand and be able to define and describe key concepts in metacognition, decision making, personality, intelligence, and emotional intelligence
(iv) Understand the way that personality, intelligence, and metacognition predict valued life consequences such as successful aging, health, educational and workplace success.

2: Research methods in psychology

Student learning outcomes:

(i) Ability to perform a systematic review, including formulation of a specific research question, creating search criteria of key terms, searching multiple relevant databases (e.g., PSYCInfo, Web of Science, SCOPUS, Medline), integrating the search in ENDNote, summarising findings in a table, and interpreting the meaning of the results
(ii) Understand how different research designs can be used to answer specific questions (e.g., how to interpret a lagged panel model for determining the direction of causation)
(iii) Be familiar with assessment development techniques such as computer adaptive testing (CAT), anchoring vignettes, situational judgment test, the confidence judgment paradigm, and the overclaiming technique.

Graduate attribute 3: Critical thinking skills.

Student learning outcomes:

Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.

(i) Ability to evaluate psychological tests using the criteria outlined in the current version of the test standards
(ii) Ability to form a reasoned argument about current issues in intelligence and personality research (as assessed through the rapid symposium presentation)
(iii) Ability to critically evaluate the administration and use of psychological tests, and identify their strengths and weaknesses (e.g., individually administered intelligence tests, emotional intelligence tests)

(iv) Ability to critically evaluate popular media or internet claims about personality and intelligence (e.g., critically evaluate internet sources that discuss gender differences in intelligence).

**Graduate attribute 4: Values, research and professional ethics.**

**Student learning outcomes:**

(i) Understand, follow and be able to evaluate ethical use of psychological tests and testing, research and the research process, and information use.

**Graduate attribute 5: Communication skills.**

**Student learning outcomes:**

(i) Ability to write a systematic review paper in using American Psychological Association (APA) structure and formatting conventions

(ii) Ability to prepare and present a Powerpoint presentation on current issues

(iii) Ability to participate in small and large group discussion

**Graduate attribute 6: Learning and application of psychology.**

**Student learning outcomes:**

(i) Knowledge of the way that psychological tests of personality, intelligence, and other constructs are applied in education

(ii) Knowledge of the way that psychological tests of personality, intelligence, and other constructs are applied in workplace environments

**Syllabus**

**Section 1. Psychological Assessment.**

Introduction to the meaning of reliability and validity under the frameworks from the *Standards for Educational and Psychological Testing* (both current and previous editions).

Purposes and contexts for using psychological testing. Issues in psychological testing and test development, including response distortion, test security, and computerized adaptive testing (CAT).

**Section 2. Human Intelligence.**

Relationship between intelligence and mental speed; emotional intelligence; gender differences in intelligence; intelligence in aging and health.

Applications of intelligence to educational psychology and organizational psychology, including giftedness, selection processes, and training.

**Section 3. Personality.**

Trait theories; psychophysiological theories; interpersonal theories; evolutionary theories.

**Section 4. Metacognition and decision making.**

Theories and measurement of metacognitive processes; models and theories of decision making; decision making in applied contexts; meta-cognition in education.
**Textbook:** There is no “set” text for this unit of study. Specific readings will be provided in lectures. It is assumed that you have read (and have access to) the textbook provided in PSYC2014 (the pre-requisite for this unit of study).

**Tutorial Readings:** Many of the tutorials in this unit of study have a background reading. These readings are assessable content. Readings will be announced throughout semester via eLearning. Sample multiple choice questions for some of the tutorial readings will be provided. A subset of these sample questions will appear on your final exam. You will need to obtain the tutorial readings from the Sydney University library. Book chapters will be available in electronic format in the library reserve section. You can download the journal articles from the e-journals.

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**LECTURE AND TUTORIAL TIMETABLE***

<table>
<thead>
<tr>
<th>W</th>
<th>L</th>
<th>Lecture Topic</th>
<th>Lecturer</th>
<th>Tutorial Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2 March</td>
<td>Reliability, validity, and the test standards</td>
<td>CM</td>
<td>NO TUTORIAL</td>
</tr>
<tr>
<td>2</td>
<td>9 March</td>
<td>Methods and pitfalls in psychological testing</td>
<td>CM</td>
<td>ASSIGNMENT PREPARATION</td>
</tr>
<tr>
<td></td>
<td>11 March</td>
<td>Response distortion in psychological testing</td>
<td>CM</td>
<td>Systematic Review: Concepts &amp; Methods</td>
</tr>
<tr>
<td>3</td>
<td>16 March</td>
<td>Intelligence and Mental speed</td>
<td>CM</td>
<td>NO TUTORIAL</td>
</tr>
<tr>
<td></td>
<td>18 March</td>
<td>Emotional Intelligence 1</td>
<td>CM</td>
<td>(optional library session on systematic review)</td>
</tr>
<tr>
<td>4</td>
<td>23 March</td>
<td>Emotional Intelligence 2</td>
<td>CM</td>
<td>Hands-on approach to psychological testing</td>
</tr>
<tr>
<td>5</td>
<td>25 March</td>
<td>Non-cognitive predictors of learning and achievement</td>
<td>CM</td>
<td>Systematic review part 1 due Monday 30th March (15%)</td>
</tr>
<tr>
<td>6</td>
<td>30 March</td>
<td>Workplace applications of personality and intelligence</td>
<td>CM</td>
<td>Emotional intelligence</td>
</tr>
<tr>
<td>1</td>
<td>1 April</td>
<td>Revision and expansion of the Traits approach to personality</td>
<td>NT</td>
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Friday 3 to Sunday 12 April

**MID-SEMESTER BREAK**

<table>
<thead>
<tr>
<th>W</th>
<th>L</th>
<th>Lecture Topic</th>
<th>Lecturer</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>13 April</td>
<td>Psychophysiological approaches to personality I</td>
<td>NT</td>
<td>Assessment Development (situational judgment tests and tacit knowledge)</td>
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<tr>
<td></td>
<td>15 April</td>
<td>Psychophysiological approaches to personality II</td>
<td>NT</td>
<td></td>
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<tr>
<td>7</td>
<td>20 April</td>
<td>Interpersonal theories of personality</td>
<td>NT</td>
<td>Big Three VS Big Five</td>
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<tr>
<td></td>
<td>22 April</td>
<td>Evolutionary theories of personality</td>
<td>NT</td>
<td></td>
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<tr>
<td>8</td>
<td>27 April</td>
<td>Personality and health</td>
<td>NT</td>
<td>Trait relevance and trait assessment</td>
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<tr>
<td></td>
<td>29 April</td>
<td>Personality and psychopathology</td>
<td>NT</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>4 May</td>
<td>Personality, religiosity and spirituality</td>
<td>NT</td>
<td>NO TUTORIAL</td>
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<tr>
<td>10</td>
<td>6 May</td>
<td>Metacognition</td>
<td>SK</td>
<td></td>
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<tr>
<td>11</td>
<td>11 May</td>
<td>Metacognition and Human Factors</td>
<td>SK</td>
<td>Systematic review part 2 due Monday 11th May (30%)</td>
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<tr>
<td></td>
<td>13 May</td>
<td>Decision making I</td>
<td>SK</td>
<td>Personality and Psychopathy</td>
</tr>
<tr>
<td>12</td>
<td>18 May</td>
<td>Decision making II</td>
<td>SK</td>
<td>Metacognition</td>
</tr>
<tr>
<td></td>
<td>20 May</td>
<td>Gender differences in intelligence</td>
<td>SK</td>
<td>Rapid Presentations (5%)</td>
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<tr>
<td></td>
<td>25 May</td>
<td>Giftedness</td>
<td>SK</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>27 May</td>
<td>Intelligence, aging, and health</td>
<td>SK</td>
<td>Gender differences in intelligence</td>
</tr>
<tr>
<td></td>
<td>1 June</td>
<td>Intelligence and metacognition in education</td>
<td>SK</td>
<td></td>
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<tr>
<td></td>
<td>3 June</td>
<td>Psychological Assessment in practice</td>
<td>SK</td>
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14 8-12 June

**STUDY VACATION (STUVAC)**

15 15-28 June

**EXAM PERIOD**

* Lecture and tutorial topics and ordering may change as the semester progresses. Assignment due dates will not change.
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### PSYC3015 Assessment Summary

<table>
<thead>
<tr>
<th>What?</th>
<th>When?</th>
<th>When Returned?</th>
<th>% Assessment</th>
</tr>
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<tbody>
<tr>
<td>Systematic Review Part 1 (500 words)</td>
<td>Online <strong>BEFORE</strong> 4pm on Monday 30th March</td>
<td>On-time submissions returned 4pm <strong>Monday 27th April</strong></td>
<td>15%</td>
</tr>
<tr>
<td>Compulsory</td>
<td></td>
<td>*NB – this is the last possible date and time for submission of the assignment with or without extensions</td>
<td></td>
</tr>
<tr>
<td>Systematic Review Part 2 (1800-2000 words) Compulsory</td>
<td>Online <strong>BEFORE</strong> 4pm on Monday 11th May</td>
<td>On-time submissions returned 4pm <strong>Monday 8th June</strong></td>
<td>30%</td>
</tr>
<tr>
<td>In-class rapid presentation</td>
<td>Week 12 tutorial</td>
<td>Marks returned by the end of Week 13</td>
<td>5%</td>
</tr>
<tr>
<td>Exam Compulsory</td>
<td>During exam period at the end of semester</td>
<td>University Final Results Release Date</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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