PSYC3015: Personality and Intelligence II

Unit of Study Code: PSYC3015

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Format of Unit:

Lectures: 2 x 1 hour/week x 13 weeks
- Monday: 11:00-12:00, Woolley N395
- Wednesday: 11:00-12:00, Carslaw 273

Tutorials: 1 x 2 hour/week x 10 weeks *(for tutorial times and locations see page 4)*

Credit Point Value: 6 Credit Points

Time Commitment: 4 hours face-to-face/week; 8 hours private study/week – including tutorial preparation

Lecture attendance: Required. 80% recommended to pass the unit. Audio recordings made of most lecture content and most slides posted online.

Tutorial attendance: Required. 80% recommended to pass the unit. Attendance recorded.

Prerequisites: 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* (due on Monday, 9th May): 40% of total Unit mark
- In-class presentation (held in Week 12 tutorials): 10% of total Unit mark
- Final Examination* 2hr exam (MSQs & short-answer questions): 50% of total Unit mark *(replacement exams may vary in format)*

*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.

Note that students, who apply for and are granted either special arrangements or special consideration for examinations in units offered by the Faculty of Science, will be expected to sit any replacement assessments in the two weeks immediately following the end of the formal examination period. Later dates for replacement assessments may be considered if (a) the application is supported by appropriate documentation and (b) adequate resources are available to accommodate any later date.
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 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, presentations, and in the final examination.

**Graduate attribute 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.

**Graduate attribute 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:**

(i) Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.
(ii) Ability to evaluate psychological tests using the criteria outlined in the current version of the test standards
(iii) Ability to form a reasoned argument about current issues in intelligence and personality research (as assessed through the rapid symposium presentation)
(iv) 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)
(v) 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) formatting conventions
(ii) Ability to prepare and present a 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 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
Assessment Standards & Criteria
(Detailed guidelines for writing the assignment will be posted on the course’s eLearning site)

The Systematic Review Assignment is a compulsory assessment and must be:
- 2,500 words, not including the Title, Abstract, citations, quotes, footnotes, and References. 
  Absolute hard word limits between 2,350 - 2,650 words – You are not allowed to go outside these limits
- On the correct topic and in the correct format
- Written entirely by you

Otherwise, it will not be considered a serious attempt. Because this is a compulsory assessment requirement, if you do not submit a serious attempt, you will receive an AF (Absent fail) for the whole course. In PSYC3015, no minimum mark for any assessment automatically results in a fail. If your marks for all assessment tasks add up to 50% or more, you will pass the unit.

Late penalties
You will receive a penalty of 2% of the maximum value of the Systematic Review assignment (e.g. 2 marks / 100) for each day (or part thereof) it is late, up to the closing date of the assignment, after which no more submissions will be accepted.

Assuring the Academic Integrity of PSYC3015
- All written assignments will be submitted to Turnitin similarity detecting software in this unit. If we suspect your assignment has been written by someone else, we reserve the right to ask you to explain and defend the work you have submitted as your own, in person.
- If you are a commencing student at the University of Sydney, you are required to complete the Academic Honesty Education Module. Please do this before you submit any written work to any unit of study.
- To assure the integrity of our final exam, all replacement exams will have entirely different questions and may be in a different format to the main exam.
- All Special Consideration requests are now processed centrally and Professional Practitioners certificates will be cross-checked with medical service providers. Keep a hard copy of all documentation you submit until you graduate.

Disruptions to your study
If your assessments are disrupted by illness, misadventure, or unavoidable community commitments, apply for Special Consideration – The Faculty of Science does not permit informal special consideration. If you have (or develop) a continuing issue, register with Disability Services here: www.sydney.edu.au/disability

Changes made to this unit in response to student feedback
In response to the student feedback from last year, this year we combined the two components of the systematic review assessment into a single submission.

Syllabus Description

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
Interpersonal theories; evolutionary theories; personality and physical/mental health; religiosity & spirituality.

Section 4: Metacognition & 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. 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.
### LECTURE & 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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<td>1</td>
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<td>Introduction to the course</td>
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<td>Reliability, validity, &amp; test standards</td>
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<td>Purposes &amp; overview of psychological testing</td>
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<td>Response distortion in psychological testing</td>
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<td>Interpersonal theories of personality</td>
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<td>June</td>
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<td>6-10 June</td>
<td>STUDY VACATION (STOVAC)</td>
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**Friday 25 March to Sunday 3 April – MID-SEMESTER BREAK**

- 25 April: ANZAC day (no lectures/tutorials)**
- 27 April: Personality disorders II
- 2 May: Personality disorders III
- 4 May: Personality, religiosity & spirituality

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

** Tutorials are not held on Public Holidays. If you are in one of these affected tutorials, please go to another tutorial session. Ask the tutor before the tutorial if you can sit in.

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**Tutorial Timetable**

**Monday:** 12:00-14:00, TC Psych Comp Lab 405 (Tutor: Andrew Arena, email: aare1712@uni.sydney.edu.au )

**Monday:** 14:00-16:00, TC Psych Comp Lab 405 (Tutor: Niko Tiliopoulos, email: Niko.Tiliopoulos@sydney.edu.au )

**Wednesday:** 12:00-14:00, TC Psych Comp Lab 405 (Tutor: Andrew Arena, email: aare1712@uni.sydney.edu.au )

**Wednesday:** 14:00-16:00, TC Psych Comp Lab 405 (Tutor: Andrew Arena, email: aare1712@uni.sydney.edu.au )
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.

** We reserve the right to change the format of any or all the replacement exams.

Data collection
Your participation in this course permits us to use your learning analytics to improve your experience of learning.

eLearning/Blackboard access
You are required to be given access to the eLearning site for this Unit of Study from the beginning of the week before semester begins. This document, and in particular details about assessment due dates, weightings and closing dates, must be available on that eLearning site from that time, and changes will not be made to these details throughout semester except in exceptional circumstances.

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<th>Component</th>
<th>Due date</th>
<th>Closing date (no more submissions accepted)</th>
<th>% Assessment weighting</th>
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<td>Online on <strong>Monday 9th May</strong></td>
<td>On-time submissions returned after <strong>Monday 6th June</strong></td>
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<td>In–class presentation</td>
<td>Week 12 tutorial</td>
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<td>University Final Results Release Date</td>
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