Unit of Study Code: PSYC2014

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Format of Unit: 3 x 1 hour lectures/week x 13 weeks (Monday, Wednesday, Thursday)  
1 x 1 hour tutorial/week x 10 weeks

Credit Point Value: 6 Credit Points

Time Commitment: 4 hours face to face per week; 8 hours private study per week (including 1 hour preparation for each tutorial)

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

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

Prerequisites: PSYC1001 and PSYC1002
*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.

Unless otherwise stated, all assessments in PSYC2014 must be completed individually (not as groups).

**Disruptions to your study**

If your assessments are disrupted by illness or misadventure or unavoidable community commitments, apply for Special Consideration or Special Arrangements online here: [http://sydney.edu.au/current_students/special_consideration/index.shtml](http://sydney.edu.au/current_students/special_consideration/index.shtml)

If you have (or develop) a continuing issue, register with Disability Services here: [www.sydney.edu.au/disability](http://www.sydney.edu.au/disability)

In this unit of study Simple Extensions are not granted. Apply formally for special consideration using the link above if you require any extension.

**Assessment standards and criteria**

The Critical Review is a compulsory assessment and must be:
- Within 5% of the word limit (2000 words, including the abstract, citations, quotes, footnotes, and references list)
- On the correct topic, and in the correct format
- Written wholly by you for this assignment

Otherwise it will not be considered a serious attempt. Because this is a compulsory assessment requirement, if you do not submit a serious attempt at the Critical Review you will receive an AF (Absent fail) for PSYC2014. Marking criteria and guidelines for writing the assignment will be posted on the eLearning site.

In PSYC2014 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 written 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 PSYC2014

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.

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.

Changes made to this unit in response to student feedback

Feedback on the assignment has been considered when developing the assignment question for this year. The question has been simplified, the due date extended by a week and we now provide some of the key points included in marking criteria, as well as examples showing what a critical review of an assessment looks like.

Unit of study general description:

PSYC2014 provides a general introduction to psychometrics, personality and intelligence. The main aim of this course is to introduce students to a number of influential theories in personality and intelligence. Students will be exposed to some conceptual analysis and will be expected to gain an understanding and be able to examine critically the various theories covered. Furthermore, students will be introduced to key topics in the scientific study and assessment of individual differences (Psychometrics) in personality and intelligence. The course will cover both conceptual (e.g. validity and reliability) and applied (e.g. Factor Analysis) elements of statistical psychometric inference.

Student Learning Outcomes

This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. 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 generalisable 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, tutorial and assessment activities in particular. They will be assessed primarily in the coursework and the final examination.

1. Knowledge and understanding of psychological assessment, personality, and intelligence.

Display basic knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in personality, intelligence, and psychological assessment.

Student learning outcomes:
(i) To stimulate an interest in the contribution of personality and differential psychologists to the understanding of the individual, their attitudes, motives, behaviour, and thought across the lifespan, and the foundations of differential group differences.

(ii) Ability to describe, explain and evaluate research studies and theories in the area of personality and differential psychology.

(iii) Ability to describe the course of personality and intelligence development, their foundations, function, and consequences.

2. Research methods in psychological assessment, personality, and intelligence

Understand, apply and evaluate basic research methods in psychological assessment, personality, and intelligence, including research design, data analysis and interpretation, and the appropriate use of technologies.

Student learning outcomes:

(i) Develop a critical understanding of the major methods of research and assessment in these areas.

(ii) Ability to critically assess the major theories and research findings in these areas.

(iii) Ability to interpret statistical analyses.

(iv) Ability to perform basic web-searches, and use word-processing, database, email, spreadsheet, and data analysis programs.

(v) Ability to design and conduct basic studies to address psychological questions: Frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.

3. Critical thinking skills in psychological assessment, personality, and intelligence

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

Student learning outcomes:

(i) Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.

(ii) Evaluate the quality of information, including differentiating empirical evidence from speculation.

(iii) Evaluate issues and behaviour using different theoretical and methodological approaches.

(iv) Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.

(v) Demonstrate a capacity for higher-order analysis, including the capacity to identify recurrent patterns in human behaviour.

4. Values in psychological assessment, personality, and intelligence

Value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity.

Student learning outcomes:

(i) Recognise and respect social, cultural, linguistic, spiritual, and gender diversity.

(ii) Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication).

(iii) Exhibit a scientific attitude in critically thinking and learning about human behaviour, and in creative and pragmatic problem solving.

(iv) Be able to recognise and promote ethical practice in research and academic correspondence.

(v) Promote evidence-based approaches to understanding behaviour, motivation, and thought.
5. Communication skills in psychological assessment, personality, and intelligence

Communicate effectively in a variety of formats and in a variety of contexts.

Student learning outcomes:
(i) Write a critical review using American Psychological Association (APA) structure and formatting conventions.
(ii) Write effectively for a variety of purposes (e.g., informing, arguing).
(iii) Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion) and for various purposes.
(iv) Collaborate effectively, demonstrating an ability to: Work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

6. Learning and the application of psychological assessment, personality, and intelligence

Understand and apply psychological principles to personal and interpersonal issues.

Student learning outcomes:
(i) To develop an awareness of the applications of the theories and research findings in psychological assessment, personality, and intelligence.
(ii) Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
(iii) Understand major areas of applied psychological assessment, personality, and intelligence.
(iv) Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.

Syllabus

Psychometrics
- Applied Individual Differences; basic concepts in psychometric tests, sampling types, scoring tests, levels of measurement, scale norms, transformations and standardisations.
- Validity: Criterion, Content, Construct, Convergence, Discriminant, External/internal, Multi-trait/multi-method validation.
- Reliability: Classical Test Theory, Cronbach’s alpha coefficient, Standard Error of Measurement Internal consistency reliability, inter-rater reliability, test-retest reliability.
- Factor Analysis: types and key concepts, dimensionality, rotation, orthogonality, retention decision.

Personality
- The foundations of psychoanalysis through the phenomenon of hysteria
- Dreams as wish-fulfilments; recent evidence
- Key concepts: unconscious; defence; evidence
- Key concepts: drive and instinct; problems with translation; intra-psychic conflict
- Object relations theory
- Key concepts: transference; case studies from the clinical setting
- Key concepts: recent conceptualizations of narcissism and superego
- The psychodynamics of jokes and humour
- Watson and Skinner’s Behaviourist theories and focal concepts
- Maslow and Rogers’ Humanist theories and focal concepts
- Bandura’s Social Cognitive theory and focal concepts
- History and revision of the traits approach to personality: Galton, Somatomorphy, the concept of personality traits, temperament, traits vs. states of being
- Gordon Allport’s theory: Types of traits, types of motives, developmental stages of the self.
• The lexical approach to personality traits: the lexical hypothesis, Cattell’s taxonomy psychometric issues with Cattell’s theory, Goldberg’s taxonomy, the Big-5 model (Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness).
• The psychobiological approach to personality traits: Eysenck’s arousal theory, the Big-3 (Neuroticism, Extraversion, Psychoticism), Gray’s Reinforcement Sensitivity Theory, the behaviour inhibition and approach psychobiological systems, Zuckerman’s alternative Big-5 taxonomy, impulsivity and sensation-seeking.

Intelligence
• History of intelligence testing: Galten, Binet, the Stanford-Binet, army alpha and beta; the “intelligence quotient” (IQ), calculation of ratio IQ, deviation IQ
• Spearman’s g theory versus multiple factor models (Gf-Gc theory, Vernon’s group factors, CHC Theory and the Woodcock Johnson)
• Other models of intelligence: Gardner’s multiple intelligences, Sternberg’s Triarchic theory, The Berlin Intelligence Structure, Guilford’s structure of the intellect
• Defining and measuring creativity using divergent thinking, correlates of creativity
• Types of emotional intelligence, relationship of emotional intelligence to personality and ability, measuring emotional intelligence, scoring issues with emotional intelligence tests
• Evidence for sex differences in different abilities and possible explanations for sex differences (evolutionary explanations, brain functioning, hormones, stereotypes, environmental explanations, education)
• National and ethnic differences in intelligence, the bell curve controversy, IQ and the wealth of nations, criticisms of this research
• Environmental effects on IQ: education, technology, complexity, child-rearing practices and head start, nutrition/breastfeeding, and birth order/family size
• Age differences in intelligence, the Scottish Mental Surveys, stability versus change, longitudinal vs cross-sectional methods
• Definition of test bias, construct-irrelevant bias, content biases
• Using personality and intelligence tests for diagnoses, career planning, selection, relationship of personality and intelligence to workplace and school performance
# Lecture and Tutorial Program

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<td>1</td>
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<td>Differential Psychology: Applied Individual Differences</td>
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<td>Personality &amp; Intelligence assessment I: Tests &amp; Measurements</td>
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<td>Personality &amp; Intelligence assessment II: Basic concepts in measurement</td>
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<td>Psychodynamic theories I: The foundations of psychoanalysis in Freud’s theories of hysteria &amp; psycho-sexual development</td>
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<td>Psychodynamic theories VII: Guest speaker, David Muir</td>
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<td>Traits theories of personality: Introduction &amp; revision</td>
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<td>The lexical approach to personality traits II: The Big-5, Part I</td>
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<td>Introduction &amp; history of intelligence</td>
<td>What is intelligence?</td>
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<td>Models of intelligence I: The psychometric approach</td>
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<td>Applications of personality &amp; intelligence: Putting it all together</td>
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**Assignment due: Monday 5th September**

**Psychometric**

**Personality**

**Intelligence**

**EXAM PERIOD WEEK 1**

**EXAM PERIOD WEEK 2**
Readings

The main text for PSYC2014 is the Pearson Choices textbook “Personality and Intelligence I” available at the Co-op bookshop. We have also put several copies in the library reserve. However, note that there are 400 students enrolled so that it would be a good idea to purchase the textbook if you can, or to photocopy relevant sections ahead of time rather than relying on copies of the book being available in reserve.

Your lecturers will advise you of readings throughout semester. Most readings will be available online, either via direct web links or via the University of Sydney Library. To find most of them, go to the Sydney University website, then the library website, then the catalogue, then search under Unit of Study for PSYC2014. To find journal articles, you will need to search for the journal name under the catalog, then go to the correct volume and issue number.

There will be a pre-reading before most tutorials, and a list of these will be placed on eLearning during semester. It is your responsibility to download readings and read these before your allocated tutorial.

Data collection

Note that your participation in this unit of study permits us to use your learning analytics to be used 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. Changes to 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.