**PSYC2014 – Personality and Psychological Assessment I**

**Unit of Study Outline**

**Unit of Study Code:** PSYC2014

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**Format of Unit:**  
3 x 1 hour lectures/week x 13 weeks  
1 x 1 hour tutorial/week x 12 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.

**The replacement exam consists of short answer questions only**

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.
Special Consideration

For this assessment a successful Special Consideration application will result in a reduction in late penalties only. If you are so badly affected that you are unable to submit a 2000 word assignment before the closing date, use your documentation to apply for discontinuance not fail (DC) from this course from the Faculty of Science.

Replacement Assessment

After the closing date, if you still have not completed and submitted an assignment, you must complete an alternate assignment. The alternate assignment will be due on Monday 6th November. Marks are usually not awarded for the alternate assignment, it is intended for students who submit an attempt which is not considered serious (e.g. wrong topic, too short, missing sections, plagiarised), or who forget to submit anything. This is a compulsory assessment, which is why a serious attempt is required to be eligible to receive any mark other than an AF (Absent Fail).

Late penalties

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

Academic Honesty

While the University is aware that the vast majority of students and staff act ethically and honestly, it is opposed to and will not tolerate academic dishonesty or plagiarism and will treat all allegations of dishonesty seriously.

All students are expected to be familiar and act in compliance with the relevant University policies, procedures and codes, which include:

- Academic Honesty in Coursework Policy 2015
- Academic Honesty Procedures 2016
- Code of Conduct for Students
- Research Code of Conduct 2013 (for honours and postgraduate dissertation units)

They can be accessed via the University's Policy Register: http://sydney.edu.au/policies (enter “Academic Honesty” in the search field).

Students should never use document-sharing sites and should be extremely wary of using online “tutor” services. Further information on academic honesty and the resources available to all students can be found on the Academic Integrity page of the University website: http://sydney.edu.au/elearning/student/EI/index.shtml

Academic Dishonesty and Plagiarism

Academic dishonesty involves seeking unfair academic advantage or helping another student to do so.

You may be found to have engaged in academic dishonesty if you:

- Resubmit (or “recycle”) work that you have already submitted for assessment in the same unit or in a different unit or previous attempt;
- Use assignment answers hosted on the internet, including those uploaded to document sharing websites by other students;
- Have someone else complete part or all of an assignment for you, or do this for another student;
- Except for legitimate group work purposes, providing assignment questions and answers to other students directly or through social media platforms or document (“notes”) sharing websites, including essays and written reports.
Engage in examination misconduct, including using cheat notes or unapproved electronic devices (e.g., smartphones), copying from other students, discussing an exam with another person while it is in progress, or removing confidential examination papers from the examination venue.

Engage in dishonest plagiarism.

**Plagiarism means presenting another person’s work as if it is your own without properly or adequately referencing the original source of the work.**

Plagiarism is using someone else’s ideas, words, formulas, methods, evidence, programming code, images, artworks, or musical creations without proper acknowledgement. If you use someone’s actual words you must use quotation marks as well as an appropriate reference. If you use someone’s ideas, formulas, methods, evidence, tables or images you must use a reference. You must not present someone’s artistic work, musical creation, programming code or any other form of intellectual property as your own. If referring to any of these, you must always present them as the work of their creator and reference in an appropriate way.

Plagiarism is always unacceptable, regardless of whether it is done intentionally or not. It is considered dishonest if done knowingly, with intent to deceive or if a reasonable person can see that the assignment contains more work copied from other sources than the student’s original work. The University understands that not all plagiarism is dishonest and provides students with opportunities to improve their academic writing, including their understanding of scholarly citation and referencing practices.

**Use of similarity detection software**

All written assignments submitted in this unit of study will be submitted to the similarity detecting software program known as Turnitin. Turnitin searches for matches between text in your written assessment task and text sourced from the Internet, published works and assignments that have previously been submitted to Turnitin for analysis.

There will always be some degree of text-matching when using Turnitin. Text-matching may occur in use of direct quotations, technical terms and phrases, or the listing of bibliographic material. This does not mean you will automatically be accused of academic dishonesty or plagiarism, although Turnitin reports may be used as evidence in academic dishonesty and plagiarism decision-making processes.

**Changes made to this unit in response to student feedback**

Students wanted more clarity about what was included in the word limit for the assignment, and we have changed materials to clarify this accordingly. Note that the reference list at the end of the critical review is included in the word count. We have also liaised with the coordinators of PSYC2013 to make sure that the assessable components of these two units do not occur in the same week.

**Learning outcomes**

PSYC2014 provides students with a detailed overview of three major areas of psychology: (1) Psychological assessment (including information of reliability and validity); (2) Personality; and (3) Intelligence.

At the end of this unit of study, students should be able to:

- Display basic knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in personality, intelligence, and psychological assessment.
- 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.
- Critically evaluate the theories, findings, empirical approaches, applications and conclusions of research on personality, intelligence, and psychological assessment.
- Effectively communicate scientific information regarding personality, intelligence, and psychological assessment in the standard methods for the discipline (i.e., APA style written communication)
Objectives

(1) **Students’ ability to critically evaluate evidence for the quality of psychometric assessments** will be assessed by the critical review, where students must write a formal evaluation of a psychometric assessment in APA style.

(2) **Students’ ability to effectively communicate in the standard nomenclature of the discipline** will be assessed by the critical review, where students must write a formal evaluation of a psychometric assessment in APA style.

(3) **Students’ disciplinary knowledge and understanding** will be assessed by their tutorial intelligence quiz as well as their final exam.

Learning outcomes and graduate qualities

Depth of Disciplinary Expertise
By the end of this unit on psychological assessment, you should have a moderate degree of knowledge and understanding of psychometrics and psychological tests, personality theory and measurement, and intelligence theory and measurement. Your disciplinary expertise in these areas will be assessed in the final exam and in the intelligence quiz.

Broader skills

- **Critical thinking and problem solving**: Your ability to critically evaluate psychological theories and practices in the areas of personality, intelligence, and psychometric assessment will be developed through tutorial activities, background readings, and lectures. Your critical thinking will be assessed by the critical review assignment, as well as in the final exam.

- **Communication (oral and written)**: In this unit of study, you are required to discuss key concepts with your peers as part of tutorial activities, developing your oral communication skills. You will also develop your written communication skills through writing a critical review in the standard written format of the psychology discipline (APA style). Your written communication skills are also assessed by your written answers to the short-answer questions on the final exam.

- **Information/digital literacy**: This unit of study requires you to find new information in the form of peer-reviewed journal articles, as required by the critical review assignment. You will need to access these via the library catalogue.

Cultural Competence
In this unit of study, you will learn about the historic research and misinterpretations of group differences on intelligence tests. You will learn about bias in test materials and administrations, and develop an understanding and critical perspective of controversial topics that deal with cultural and national differences.

An integrated professional, ethical and personal identity
Because Psychology exists as both a discipline and research pursuit, by the end of this course you will see how these identities relate to each other. This course will show you both the research evidence and research techniques needed to be a psychologist under the scientist-practitioner model, and also touch on the applications of personality and intelligence.
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
• Psychodynamic theories
• 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
• Mental speed as a possible underlying mechanism for individual differences in intelligence
• 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
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<td>Psychodynamic theories II: Freud and Unconscious Processes</td>
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<td>Public holiday – No lecture</td>
<td>What is intelligence?</td>
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<td>Introduction &amp; history of intelligence</td>
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<td>Models of intelligence I: The psychometric approach</td>
<td>Intelligence Test Batteries</td>
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<td>Models of intelligence II: Alternative approaches</td>
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<td>Group differences in intelligence I</td>
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<td>Age differences in intelligence</td>
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<td>2 Nov</td>
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<td>Applications of personality and intelligence</td>
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<td>Exam period week 2: 20-25 Nov (includes Saturday)</td>
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Textbook

The textbook for this course is a “custom” Pearson textbook compiled from three different textbooks. This allows you to buy one textbook for this unit, instead of three.


The textbook is available at the Co-op bookshop or in Fisher library (multiple copies of the book are available).

The library also has the previous edition [PSYC2014: Personality and Differential Psychology, 2nd ed]. This is identical to the current edition except that it is missing 4 of the 19 chapters (the chapters on “Learning Theory Perspectives on Personality”, “Humanistic Personality Theories”, “Tests and Educational Decisions” and “Psychological Measurement in Industry”), and has one additional chapter (“The Application of Personality and Intelligence in Education and the Workplace”). All other chapters are the same (including the psychometrics material needed for the assignment), so that it is fine to read the previous edition.

Library Readings

To find all your readings for this unit of study, look for “Library Readings” on eLearning, located as the second link down the left-hand side of the screen.

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. 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.