PSYC3015: Personality & Psychological Assessment 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 5)

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 and 2012)

Assessment:
Systematic Review* (due on Monday, 14th 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 & 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, 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
The Systematic Review Assignment is a compulsory assessment and must be:

- **2,500** words, *not* including the Title, footnotes, and the Reference section.  
  *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 **5%** of the maximum value of the Systematic Review assignment (5 marks / 100) for each calendar day (or part thereof) it is submitted after your due date. **No more submissions will be accepted after the closing date of the assignment**. A successful application for Special Consideration for the Systematic Review assignment usually results in a reduction in late penalties.

**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](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](http://sydney.edu.au/elearning/student/EI/index.shtml)

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**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.

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**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.

Assuring the Academic Integrity of PSYC3015
- 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.
- The School of Psychology’s general criteria for assessing written work are available at: http://sydney.edu.au/science/psychology/current_students/doc/general_grade_criteria.pdf
- 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.
- Students at the University of Sydney are bound by a Code of Conduct, which can be found here: http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2011/215&RendNum=0

Disruptions to your study
If your assessments are disrupted by illness, misadventure, or unavoidable community commitments, apply for Special Consideration here: 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

Simple Extensions
In this unit of study, Simple Extensions are not granted. Apply formally for special considerations, if you require an extension.

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 tutorial readings from the Sydney University library. You can download the journal articles from the e-journals. Certain readings for this course, will be in “UOS Readings” on the left menu of the eLearning site.
**LECTURE & TUTORIAL TIMETABLE**

<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>1</td>
<td>5</td>
<td>Introduction to the course</td>
<td>NT</td>
<td>NO TUTORIAL</td>
</tr>
</tbody>
</table>
| 2   | 7   | *Psych Testing I: Reliability, validity, & test standards* | AA       | Assignment Preparation  
|     | 12  | *Psych Testing III: Purposes & overview*  | AA       | Held in part by the University Library  
|     | 14  | *Psych Testing III: Test use & development techniques* | AA       | Systematic Review: Concepts & Methods  
| 3   | 19  | *Psych Testing IV: Response distortion*   | AA       | NO TUTORIAL      |
| 4   | 26  | Emotional Intelligence I                  | CF       | Hands-on approach to psychological testing |
| 5   | 28  | Emotional Intelligence II                 | CF       |                  |
| 6   | 9   | Interpersonal theories of personality     | NT       | Psychological testing in the workplace |
| 7   | 11  | Evolutionary theories of personality      | NT       |                  |
| 8   | 16  | Personality & health                      | NT       | Emotional intelligence |
| 9   | 18  | Personality disorders I                   | NT       | Personality I     |
| 10  | 23  | Personality disorders II                  | NT       |                  |
|     | 25  | ANZAC DAY (no lectures/tutorials)         |          |                  |
| 11  | 30  | Personality disorders III                 | NT       | Personality II    |
| 2   | 2   | Introduction to the psychology of religion| NT       |                  |
| 3   | 7   | *Personality Traits: The Big Questions*    | CF       | NO TUTORIAL      |
| 4   | 9   | *Personality Traits: Universal Field Theory* | CF       |                  |
| 5   | 14  | Metacognition I                           | SK       | Personality & Psychopathy |
| 6   | 16  | Metacognition II                          | SK       |                  |
| 7   | 21  | Psychological assessment in practice       | SK       | Metacognition     |
| 8   | 23  | Decision making                           | SK       |                  |
| 9   | 28  | Gender differences in intelligence        | SK       | Presentations     |
| 10  | 30  | Intelligence & metacognition in education  | SK       |                  |
| 11  | 4   | Intelligence, aging, & health             | SK       | Gender differences in intelligence |
| 12  | 6   | Giftedness                                | SK       |                  |
| 13  | 11-15| STUDY VACATION (STUVAC)                   |          |                  |
| 14  | 18  | EXAM PERIOD                                |          |                  |

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

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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: Andrew Arena, email: aare1712@uni.sydney.edu.au)

**Wednesday:** 12:00-14:00, TC Psych Comp Lab 405 (Tutor: Niko Tiliopoulos, email: Niko.Tiliopoulos@sydney.edu.au)

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

<table>
<thead>
<tr>
<th>Assessment Title</th>
<th>Compulsory*</th>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Description</th>
<th>Individual/Group</th>
<th>Length / Duration</th>
<th>Weight</th>
<th>Due Date &amp; Time</th>
<th>Closing Date and Time</th>
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<tbody>
<tr>
<td>Systematic review</td>
<td>YES*</td>
<td>Written assignment</td>
<td>Review</td>
<td>Major assignment</td>
<td>Individual</td>
<td>Available: Week 2</td>
<td>40%</td>
<td>Week 10 Monday 14th May 11:59pm</td>
<td>Week 14 Monday 11th June 11:59pm</td>
</tr>
<tr>
<td>In-class presentation</td>
<td>NO</td>
<td>In class assessments</td>
<td>Tutorial presentation</td>
<td>E-poster</td>
<td>Individual</td>
<td>Available: Week 6</td>
<td>10%</td>
<td>9am Monday 23rd April</td>
<td>Week 14</td>
</tr>
<tr>
<td>PSYC3015 final exam</td>
<td>YES*</td>
<td>Exam**</td>
<td>Final exam</td>
<td>Major PSYC3015 exam</td>
<td>Individual</td>
<td>Available: Tuesday 12th June 12am</td>
<td>50%</td>
<td>Will be scheduled during the exam period (18-30th June)</td>
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</tbody>
</table>

*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.

*** 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 2nd July. Unless special arrangements have been made, 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).

**Contesting Marks**

Students do not have an automatic right to request re-marking of class work or exam papers, but they are encouraged to discuss the assessment of their work with members of the teaching staff. Before doing so, students must make sure they have read and understood any written comments already supplied by the marker. The following remarking/appeal process must be initiated within 2 weeks of students being notified on Blackboard that assignments are ready for collection.

Students who are dissatisfied with some aspect of their assessment should:

- First consult the marker (usually their tutor), who will provide feedback for the given mark. If the tutor was not the marker of the assessment and cannot supply sufficient feedback, the Unit co-ordinator of the relevant Unit will direct them to the staff member responsible for the assessment.

- If the student is not satisfied, they should provide a written case explaining why they believe the work should be re-marked and approach the Unit co-ordinator with this written case. This must be done within two weeks of receiving your marked assignment. The Unit co-ordinator may agree and allow the work to be re-marked. Note: The new mark may be lower than the original mark, in which case the new mark will stand.

- If the Unit co-ordinator does not believe the work should be re-marked, or if after re-marking, the student still believes that the work has been improperly assessed, s/he should address such concerns in writing to the Associate Head of Teaching and Learning. Letters to the Associate Head Education should be emailed directly.

Normally, the Associate Head of Education will consider re-marking of submissions only if both the following are true:

- The student has discussed the reasons for their mark with the staff member(s) responsible for the assessment.

- The student clearly establishes, in writing, reasons for receiving a mark higher than that awarded, taking into account the feedback they have received from the previous marker(s).

Please note that the new mark may be lower than the original mark, in which case the new mark will stand.