

Subject Outline

Subject Name: Personality and Individual Psychology

Subject Code: [PY3108:03](#)

Study Period: 2, 2016

Study Mode: Internal on-campus

Campus: Townsville

Subject Coordinator: Dr Wendy Li

We acknowledge the Traditional Owners of the lands and waters where our university is located and actively seek to contribute and support the JCU Reconciliation Statement, which exemplifies respect for Australian Aboriginal and Torres Strait cultures, heritage, knowledge and the valuing of justice and equity for all Australians.

College of Healthcare Sciences Disclaimer: The information provided in this subject outline is correct as at the time of completion and may change in response to changing University resources. Any changes will be approved by the College Dean or representative and will be communicated to students by the LearnJCU subject site.

Pre-requisites:
PY1101 OR PY1102

This subject outline has been prepared by Dr Wendy Li for the College of Healthcare Sciences, Division of Tropical Health and Medicine, James Cook University. Updated on 6 June 2016

Q1. <i>This subject is offered across more than one campus and/or mode and/or teaching period within the one calendar year.</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q2. <i>If yes [Q1], the design of all offerings of this subject ensure the <u>same</u> learning outcomes and assessment types and weightings.</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q3. <i>If no [Q2], _____ has authorised <u>any variations</u>, in terms of <u>equivalence</u>.</i>		
<i>Approval: This subject outline has been checked by Head of Academic Group (or delegate)</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

© Copyright 2016

This publication is copyright. Apart from any fair dealing for the purpose of private study, research, criticism, or review as permitted under the Copyright Act, no part may be reproduced by any process or placed in computer memory without written permission.

Contents

Staff Contact Details	1
Section 1. Subject at a glance	1
1.1 Student participation requirements	1
1.2 Key dates	1
Section 2. Subject details	2
2.1 Subject description	2
2.2 Subject learning outcomes	2
2.3 Learning and teaching in this subject	2
2.4 Student feedback on subject	2
2.5 Subject resources and special requirements.....	2
Section 3. Assessment details.....	3
3.1 Requirements for completion of subject	3
3.2 Feedback on student learning	3
3.3 Assessment Tasks.....	4
Section 4. Other information about assessment and student support.....	8
4.1 Submission and return of assessment	8
4.2 Plagiarism and referencing	9
4.3 Important advice relating to examinations	9
4.4 Student support	9
Section 5. Subject calendar	11

Staff Contact Details

Teaching team	Staff member	Room	Phone	Email	Consultation times*
Subject Coordinator	Dr Wendy Li	DA004-235	47816850	Wendy.li@jcu.edu.au	Wednesday 10am-2pm
Lecturer	Dr Wendy Li	DA004-235		Wendy.li@jcu.edu.au	Wednesday 10am-2pm
Tutor 1	Aileen Sorohan	DA003-110		aileen.sorohan@jcu.edu.au	Wednesday 10am-2pm
Tutor 2	Hollie Baxter	DA003-110		hollie.baxter@my.jcu.edu.au	Wednesday 10am-2pm

*Other consultation times by appointment only.

Section 1. Subject at a glance

1.1 Student participation requirements

The JCU Learning, Teaching and Assessment Policy (4.3) indicates that, “a **3 credit point subject** will require a **130 hour work load** of study-related participation including class attendance over the duration of the study period, **irrespective of mode of delivery**”. This work load comprises **timetabled hours** and **other attendance requirements**, as well as **personal study hours**, including completion of assessment requirements. Note that “attendance at specified classes will be a mandatory requirement for satisfactory completion of some subjects” (Learning, Teaching and Assessment Policy, 5.10); and that additional hours may be required per week for those students in need of **English language, numeracy or other learning support**.

This subject contains the following contact hours:

Type of contact hours	Number of hours
Lectures	26 (18-hour face to face plus 8-hour online teaching)
Tutorials	12 (Face-to-face)
Practicals	12 (6-hour face-to-face practicals plus 6-hour online activities)

Key subject activities	Time	Day/ Date	Room/ Location
Lecture	10am – 1pm	from 26th September to 1st October inclusive	134-021 / 018-002 B&C
Tutorial	2pm – 5pm		134-021 / 018-002 B&C
Tutorial	2pm – 5pm		018-001 A/B

Attendance at ALL lectures and tutorials will be mandatory to pass the subject.

For information on the days and times when lectures, tutorials, workshops, etc. are scheduled for all of your subjects, visit *JCU Lecture Timetables* at www.jcu.edu.au/lecture-timetables

1.2 Key dates

Key dates	Date
Census date	see 2016 Study Period and Census Dates
Last date to withdraw without academic penalty	see 2016 Study Period and Census Dates
Assessment task 1 CASE STUDY (40%)	Due: Wednesday 12 October 2016
Assessment task 2 GROUP PROJECT/PRESENTATION (20%)	Due: 1 October 2016
EXAM (40%)	Examination period

Section 2. Subject details

2.1 Subject description

In this subject there will be a specific focus on theories and assessment methods for studying the lives of individuals in detail, including contributions from psychoanalytic, cognitive, behavioural, trait and narrative psychologies. The subject will begin by addressing philosophical issues, since these are especially critical in shaping both theory and method in the area of personality. An overview of the major theoretical paradigms of personality psychology will be presented in the first half of the subject, including reference to the work of S. Freud, C. Jung, Henry Murrey, H.J. Eysenck, George Kelly, Abraham Maslow, Sylvan Tomkins, Dan McAdams, Gary Gregg and others. The second half of this subject will be devoted to a coverage of contemporary and emerging approaches to the conceptualisation and measurement of personality with a focus on the narrative study of individual lives.

2.2 Subject learning outcomes

Students who successfully complete this subject will be able to:

- integrate personality theory and assessment and identify the kinds of applied social and practical problems which they might encounter in professional life
- identify a range of assessment tools for studying personality and will have had first hand experience in the use of some of these tools via practicals and a research project
- appraise contemporary theoretical developments and emerging trends in the conceptualisation and assessment of personality.

These outcomes will contribute to your overall achievement of course learning outcomes.

2.3 Learning and teaching in this subject

The subject is taught in Block Mode across six days (see Subject calendar). Lectures are presented in the mornings from 10am to 1pm. The afternoons are devoted to tutorial/practical work (from 2pm to 5pm). Additional hours outside formal class contact should be allocated for reading preparation and for the completion of some of the practicals begun in class time. The core of the practical experience in this subject involves the completion of a workbook containing a large set of personality assessment tools. The practical component is also linked to assessment via the writing of a case study (see section 3.3).

LearnJCU will be used as a resource base for lecture material, readings, and some practical materials.

Attendance at all classes is a requirement.

2.4 Student feedback on subject

As part of our commitment at JCU to improving the quality of our courses and teaching, we regularly seek feedback on your learning experiences. Student feedback informs evaluation of subject and teaching strengths and areas that may need refinement or change. **YourJCU Subject and Teaching Surveys** provide a formal and confidential method for you to provide feedback about your subjects and the staff members teaching within them. These surveys are available to all students through [LearnJCU](#). You will receive an email invitation when the survey opens. We value your feedback and ask that you to provide considered feedback for each of your subjects.

For general information about processes for student feedback and grievances at JCU, students should consult <http://www.jcu.edu.au/student/feedback/index.htm>

Both quantitative and qualitative feedback from the **YourJCU Subject and Teaching Surveys** of the subject's previous delivery is carefully considered to incorporate in this year's delivery. The feedback include such as the student report aggregated frequency graph; mean scores or percentage agreements and anonymous student comments. Informal evaluation will be conducted throughout the semester as well. This will ensure that the lecturer check with the students about the progress of the subject and how they are going at various phases of their learning.

2.5 Subject resources and special requirements

Prescribed Text

McAdams, D. P. (2009). *The Person: An Introduction to the Science of Personality Psychology* (5th Ed.). New York: Wiley.

Recommended Readings

- Barresi, J. (2002). From 'the Thought is the Thinker' to the 'the Voice is the Speaker': William James and the dialogical self. *Theory & Psychology*, 12, 237 – 250.
- Cooper, W.E. (1992). William James's theory of the self. *The Monist*, 75(4), 504-520.
- Little, B. R. (1983). Personal projects: A rationale and method for investigation. *Environment & Behavior*, 15, 273-309.
- McAdams, D. P. (1988). Biography, narrative and lives: An introduction. *Journal of Personality*, 56(1), 1-17.
- McAdams, D. P. (1992). The five-factor model in personality: A critical appraisal. *Journal of Personality*, 60, 329-61.
- McAdams, D.P. (1993). *Stories we live by: Personal myths and the making of the self*. (Chapter 1). New York: William Morrow and Company.
- McAdams, D. P. (1995). What do we know when we know a person? *Journal of Personality*, 63 (3), 365-396.
- Raggatt, P. T. F. (2006a). Multiplicity and conflict in the dialogical self: A life-narrative approach. In D. P. McAdams, R. Josselson and A. Lieblich (Eds.), *Identity and Story: Creating self in narrative* (pp. 15 - 37). Washington, DC: American Psychological Association Books.
- Raggatt, P. T. F. (2006b). Putting the five-factor model into context: Evidence linking Big Five traits to narrative identity. *Journal of Personality*, 74 (5), 1034 - 1071.
- Raggatt, P. T. F. (2007). Forms of positioning in the dialogical self: A system of classification and the strange case of Dame Edna Everage. *Theory & Psychology*, 17, 355-383
- Raggatt, P. T. F. (in press). Positioning: Dialogical voice in mind and culture. *Theory & Psychology*.
- Santiago-Delefosse, M. & Delefosse, J.-M. O. (2002). Spielrein, Piaget and Vygotski: Three positions on child thought and language. *Theory & Psychology*, 12(6), 723-747. doi: 10.1177/0959354302126001

Section 3. Assessment details

3.1 Requirements for completion of subject

In order to pass this subject, you must:

- **Attend all lectures and tutorials**
- **Submit all assessment and score a passing final grade**

It is important to be aware that assessment “is **always subject to final ratification** following the examination period and that **no single result represents a final grade** in a subject” (Learning, Teaching and Assessment Policy 5.22.).

The policy of the Discipline of Psychology is to impose a penalty for late submission of assignments. Marks will be subtracted from the awarded mark at the rate of **5% of the value of the assessable work per day**.

Please note that extensions can be granted only if the request is in writing. Except in special circumstances, all requests should include signed documentation from a medical practitioner, counsellor or other appropriate source. *Requests for extensions will not be considered if lodged after the due date for submission of the assignment, unless, truly exceptional circumstances prevail.*

Inherent Requirements

Bachelor of Psychological Science and associated double degrees (112810, 114310) have inherent requirements. Inherent requirements are the fundamental abilities, attributes, skills and behaviours needed to achieve the learning outcomes of a course while preserving the academic integrity of the university's learning, assessment and accreditation processes. Students and prospective students must be able to demonstrate that they have acquired or have the ability to acquire the inherent requirements for their degree. For more information refer to [Inherent Requirements](#) page.

Reasonable adjustments may be made to assist students manage additional circumstances impacting on their studies provided these do not change the academic integrity of a degree. Reasonable adjustments do not alter the need to be able to demonstrate the inherent requirements of the course. Students who believe they will experience challenges completing their degree or course because of their disability, health condition or other reason should discuss their concerns with an AccessAbility Services team member, or a member of College staff such as the Course

Coordinator. In the case where it is determined that inherent requirements cannot be met with reasonable adjustments, the University staff can provide guidance regarding other study options.

3.2 Feedback on student learning

Students will receive ongoing feedback on their progress through the subject. Feedback sheets with assessment criteria will be completed for each item of assessment, and additional comments and feedback may be recorded on your assignment, either by hand or typed. If you have questions about the feedback, you are encouraged to raise them with the lecturer.

3.3 Assessment Tasks

A summary of the assessable items is provided in the table below. Assessment details follow.

Assessment	Due date	Weight	Non/Invigilated*
1. Group Project/Seminar Presentation	October 1, 2016	20%	Invigilated
2. Case Report	October 12, 2016	40%	Non-invigilated
3. Exam	During exam period	40%	Invigilated

* Invigilated assessment is assessment conducted in such a way that a member of staff of the University is thoroughly satisfied that the student is the author (including creator) of the work submitted for assessment.

ASSESSMENT TASK 1: Case Study

Aligned subject learning outcomes	<ul style="list-style-type: none"> students will be able to integrate personality theory and assessment and identify the kinds of applied social and practical problems which they might encounter in professional life; students will be able to identify a range of assessment tools for studying personality and will have had first hand experience in the use of some of these tools via practicals and a research project; students will be able to appraise contemporary theoretical developments and emerging trends in the conceptualisation and assessment of personality.
Group or individual	Individual
Weighting	40%
Due date	Wednesday 12 October, 2016

ASSESSMENT TASK 1: CASE STUDY

During practicals you will be provided with a workbook in which you will complete a range of personality assessment techniques. Hence you will build up an interesting portfolio and profile of your own personality.

Your written assignment will be to write a short case summary about yourself, based on a selection of the assessment tools completed in the practical classes. Hence, the time you spend in the practical classes can be used a springboard towards completion of this assignment.

Guidelines are as follows:

- You must use at least three different assessment tools measuring concepts from at least three different theoretical perspectives (trait theories, psychodynamic theories, humanistic theories, social cognitive theories or narrative theories) for your report. About 10 different examples of these approaches are listed in the practical schedule shown in Section 5 of this outline.
- The report itself should not be more than 1500 words of text.
- Your report must use the following headings and conform to the following approximate length restrictions:
 - Biographical summary (about 300 words)
 - Brief description of assessment tools (200 words)
 - Results, incorporating tables and figures of trait profiles, motive scores, life narrative themes, etc. (400 words)
 - Synthesis: An interpretation of the data giving attention to relevant theory (about 600 words)
 - Appendix: To contain completed questionnaires

Further requirements for this task will be outlined in the practicals, where much of the preparation for this assignment will be completed.

When writing the report you may, if you wish, use pseudonyms to identify the subject of the report (e.g., 'Orpheus', 'Medusa', 'Zippy the Pinhead').

Note that you must include a brief life history taken from narrative assessments, as this is the first component of the report. It is up to you to choose what other methods you will use to augment the life history. You are also free to augment your report with material not gathered in practicals (such as poems or journal entries), but please get the OK from Peter or Aileen. Here are some possible tools, all of which are included in the Practical Workbook:

1. Trait questionnaires (e.g., Five-Factor NEO PI-R, Narcissism Scale, see text, p. 133)
2. Projective tests (e.g., Thematic Apperception Test)
3. Life Story Interview (e.g., see text, Ch. 10)
4. Personal Strivings (see text, Ch. 7; Emmons, 1986; Little, 1983).
5. Personal Constructs (see text, Ch. 8; Kelly, 1955)
6. Q-Sort Methods
7. Personal documents (e.g., diaries or letters)
8. Interpretation of Dreams (Jung, Freud)

In the synthesis you will need to explain, interpret and cross-reference your findings using a theoretical framework. Hand in hand with this will be a comparison of methods -- are the different tools telling you the same thing? Are they unrelated or completely discordant?

For a theoretical framework you could use a psychodynamic approach, a social learning perspective, a cognitive approach, a humanistic framework, or a narrative/discursive approach to interpret your results.

An assessment cover sheet for the case study assignment is attached at the end of the subject outline. Feedback on the assessment will be given via LearnJCU.

Assessment Criteria

PY3108: Personality & Individual Psychology Case Study (weighting: 40% of final mark)

1 = Poor, 2 = Needs Improvement, 3 = Satisfactory, 4 = Good, 5 = Very Good

CONTENT (15/35)					
Used at least 3 different types of assessment tools. Tools were used correctly, and results from individual tests were interpreted correctly.	1	2	3	4	5
Synthesizes the data from the various assessment tools. Good combination of various results to present a whole picture of the individual.	1	2	3	4	5
The combined results of the various assessment tools were interpreted using at least one personality theory.	1	2	3	4	5
ORGANISATION & PRESENTATION (10/35)					
Demonstrates well a logical flow of ideas and evidence of thought.	1	2	3	4	5
Presented the work as instructed, using the required headings. Each section was of appropriate length and contained the required information.	1	2	3	4	5
WRITING SKILLS (10/35)					
	1	2	3	4	5

Text free of grammatical mistakes, spelling errors and typos; referencing and citations appropriate					
Overall clarity and coherence of the written text	1	2	3	4	5

Overall Mark:

Overall Grade:

Additional Comments:

Note that no individual result on an assessment task should be taken as an indication of the final grade for this subject. Official subject grades are released after the exam period on scheduled release dates (see http://www.jcu.edu.au/student/studyperiods/JCUDEV_015032.html), through StudentsOnline or eStudent. Students should also be aware that raw scores may be scaled prior to the awarding of an overall grade.

ASSESSMENT TASK 2: GROUP PROJECT/PRESENTATION

Aligned subject learning outcomes	<ul style="list-style-type: none"> Learn about contemporary developments and emerging trends in the field of personality and individual differences; Learn how to integrate personality theory and assessment in the context of applied problems; and Learn how to identify and use a range of assessment tools for studying personality.
Group or individual	Group
Weighting	20%
Due date	1 October 2016

ASSESSMENT TASK 2: Who am I? Creating a personality profile which reveals the 'real person'.

This exercise will be conducted in class on September 28, plus the time you put into it before a group seminar presentation on October 1. **We will have access to the computer labs in the DA-002 (101, 103) or library on September 28 but if you want to work on your own laptop computers feel free to bring them along for these sessions.**

The procedure will be as follows:

- You will be assigned to groups of three or four in the first tutorial. Each group will receive a package containing their 'raw data'. In the package will be the results for one person on a number of the tests that are found in the PY3108 workbook. Along with the package, each group will be assigned a particular personality theorist (e.g., Abraham Maslow). Using the data in the package, plus the perspective of the assigned theorist, plus any additional information from other theories which serve to clarify the interpretation, each group will create a personality profile for their individual.
- In the final session, each group will report back to the class giving a short *Powerpoint* presentation. The presentation should: (a) last approximately 10 minutes (b) contain no more than 10 slides. Indeed, fewer than 10 slides is desirable. The presentation should include a brief biographical summary of the individual, and a short outline of the theoretical perspective being used to create the profile as well as the individual's personality profile.
- As well as presenting the biographical information, theoretical background and personality profile, the final slide of the *Powerpoint* presentation should contain at least 3 questions designed to stimulate discussion between the presenters and their audience.
- Consult the assessment criteria sheet given on the following page to ensure that your presentation meets the criteria mentioned there.
- Feedback on the assessment will be given in the assessment criteria sheet.

Assessment Criteria

PY3108: Personality & Individual Psychology Group Project (weighting: 20% of final mark)

Student Group:

Student Names: _____

1 = Poor, 2 = Needs Improvement, 3 = Satisfactory, 4 = Good, 5 = Very Good

CONTENT (10/25)					
Introduction/Background – include brief biographical summary of the individual and a short outline of the theoretical perspective being used to create the profile	1	2	3	4	5
Presentation of the personality profile. Shows synthesis of the data from the various assessment tools. Good combination of various results to present a whole picture of the individual. Final powerpoint slide included three discussion questions.	1	2	3	4	5
ORGANISATION OF ORAL PRESENTATION (10/25)					
Presentation was organised to present the material clearly and concisely. Did not stray too far from the 10 minute deadline.	1	2	3	4	5
Handled discussion resulting from the questions on the final slide well.	1	2	3	4	5
ORAL PRESENTATION (5/25)					
Well-presented oral report. Slides were clear & concise and attention-grabbing. Presenters	1	2	3	4	5

spoke clearly, did not read from notes and did not talk too fast.

Overall Mark:

Overall Grade:

Additional Comments:

Note that no individual result on an assessment task should be taken as an indication of the final grade for this subject. Official subject grades are released after the exam period on scheduled release dates (see http://www.jcu.edu.au/student/studyperiods/JCUDEV_015032.html), through StudentsOnline or eStudent. Students should also be aware that raw scores may be scaled prior to the awarding of an overall grade.

ASSESSMENT TASK 3: EXAMINATION

Aligned subject learning outcomes	<ul style="list-style-type: none">• Learn about contemporary developments and emerging trends in the field of personality and individual differences;• Learn how to integrate personality theory and assessment in the context of applied problems; and• Learn how to identify and use a range of assessment tools for studying personality.
Weighting	40%
Date	Examination period
Duration	2 hours
see Special Consideration, Supplementary, Deferred and Special Examinations Requirements < http://www.jcu.edu.au/policy/allitoz/JCUDEV_005344.html >	

ASSESSMENT TASK 3: EXAMINATION DESCRIPTION

The exam will consist of forty multiple choice questions plus three essays from a choice of four alternatives. Feedback on the assessment will be given via LearnJCU.

ASSESSMENT TASK 3: EXAMINATION CRITERIA

Students need to achieve a passing grade ($\geq 40\%$) in order to successfully pass the exam.

Section 4. Other information about assessment and student support

4.1 Submission and return of assessment

The Case Study will be submitted to the Safe Assignment drop box. You must have a cover page where the information of the title of your assignment, your name, your ID, the subject code and lecture should be included. Email submission of assessments is NOT acceptable. Hard copy submission is NOT required. Except under exceptional circumstances, marked assignments will be returned to students no later than three weeks after the submission date.

4.2 Plagiarism and referencing

Plagiarism occurs when writers claim ownership of written words or ideas that are not their own. Plagiarism is a **form of cheating** and any instances of plagiarism will be dealt with promptly according to University procedures.

Please see the **JCU Student Academic Misconduct Requirements Policy**

- www.jcu.edu.au/policy/student-services/student-academic-misconduct-requirements-policy

Also see the definition of self plagiarism in the **JCU Learning, Teaching and Assessment Policy** and note policy statement 5.9 in regard to submission of one's own work that has been previously submitted for assessment and received a grade www.jcu.edu.au/policy/learning-and-teaching/learning-teaching-and-assessment-policy

Referencing is a systematic way of acknowledging the sources that you have used. Students should check out the very helpful online resources relating to academic writing, referencing and avoiding plagiarism at:

- The Learning Centre <https://www.jcu.edu.au/students/learning-centre> (In particular, the booklet Summarising, Paraphrasing & Avoiding Plagiarism is a very useful guide).
- The Referencing Libguide <http://libguides.jcu.edu.au/referencing>
- What is Plagiarism? www.jcu.edu.au/students/exams-and-results/what-is-plagiarism

4.3 Important advice relating to examinations

If you experience **difficulties or serious circumstances** before or up to the day of your exam, which you believe may affect your ability to sit the exam successfully or perform at your best, you can apply for special consideration in the marking of your exam. Please see the **JCU Special Consideration, Supplementary, Deferred and Special Examinations Requirements**

- www.jcu.edu.au/policy/student-services/special-consideration,-supplementary,-deferred-and-special-examinations-policy

If you are unable to attend an exam at the scheduled time due to extenuating circumstances/circumstances beyond your control, you may apply for a deferred exam. **Deferred exams** are granted in **exceptional circumstances** such as **severe medical conditions** or family or personal **trauma**. For further information, visit

- www.jcu.edu.au/students/exams-and-results

4.4 Student support

James Cook University is committed to ensuring people with disabilities, injuries, illnesses or health conditions are able to participate to the fullest possible extent in the educational programs offered by the University and all other aspects of University life. Students with disabilities, injuries, illnesses or health conditions, who require special arrangements or consideration, should contact **AccessAbility Services** (see table below).

Support team	Location	Phone	Email	Office times
JCU Student Centre (Townsville)	134	4781 5255	enquiries@jcu.edu.au	9.00am – 4.45pm
JCU Student Centre (Cairns)	A1	4232 1000	enquiries@jcu.edu.au	9.00am – 4.45pm
CHS Academic Services (Townsville)	43.005	4781 4121	chs@jcu.edu.au	8.30am – 4.30pm
CHS Academic Services (Cairns)	A2.019	4232 1746	chs@jcu.edu.au	8.30am – 4.30pm

If you want further information regarding:	Visit the URL
AccessAbility Services	www.jcu.edu.au/accessability-services
Accommodation	www.jcu.edu.au/accommodation
Careers and employment	www.jcu.edu.au/careers-and-employment
Childcare	www.jcu.edu.au/students/support/childcare-and-schooling
Counselling	www.jcu.edu.au/counselling
Enrolment	www.jcu.edu.au/students/enrolment
Feedback and complaints	www.jcu.edu.au/students/feedback-and-complaints

Fees and financial support	www.jcu.edu.au/students/fees-and-financial-support
Inclusion and engagement	www.jcu.edu.au/inclusion-and-engagement
Indigenous student support	www.jcu.edu.au/australian-aboriginal-and-torres-strait-islander-information/student-support
Information for current students	www.jcu.edu.au/students
International student support	www.jcu.edu.au/international-students
Learning skills/ Language support	www.jcu.edu.au/students/learning-centre
Library and computing services	www.jcu.edu.au/library
Librarians – Liaison	www.jcu.edu.au/library/about/library-contact-details/liaison-librarian-discipline-responsibilities
Off-campus students	www.jcu.edu.au/off-campus-students
Responsibilities and rights	www.jcu.edu.au/students/support/student-support
Review of Assessment and Student Access to Scripts and Materials Policy	www.jcu.edu.au/policy/student-services/review-of-assessment-and-student-access-to-scripts-and-materials-policy
Special Consideration, Supplementary, Deferred and Special Examinations Requirements	www.jcu.edu.au/policy/student-services/special-consideration,-supplementary,-deferred-and-special-examinations-policy
Student Academic Misconduct Requirements	www.jcu.edu.au/policy/student-services/student-academic-misconduct-requirements-policy
Student Policies	www.jcu.edu.au/policy/student-services
Student Association	www.jcusa.edu.au/

Section 5. Subject calendar

Day/ Date		Lectures	Tutorials	Readings/Preparation
1	September 26	Room: 134-021 Introduction/Orientation/Assessment Philosophical Assumptions Review of Personality Theories	Room: 134-021 / 018-002B Psychodynamics: Your earliest memories Psychodynamics: A dream you once had Psychodynamics: Toilet training and you Psychodynamics: <i>Thematic Apperception Test</i>	McAdams, Ch. 1 (textbook)
2	September 27	Room: 134-021 Sketching the Outline: Dispositional Traits History: Allport, Cattell, Eysenck Five Factor Model Strengths & Weaknesses	Room: 134-021 / 018-002B Traits: The Five-Factor trait model & the Revised NEO Personality Inventory (NEO PI-R) Other trait measures	McAdams,; Chs. 4, 5, 6 Raggatt, 2006b
3	September 28	Room: 134-021 My Name was Sabrina Spielrein - film and discussion Group Projects	Room: 134-021 / 018-002B Group Projects (cont.)	Santiago-Delefosse, M. & Delefosse, J.-M. O. (2002)
4	September 29	Room: 134-021 Filling in the Details: Characteristic Adaptations The Psychodynamic View – Sigmund Freud, Carl Jung The Humanist View – Existentialism, Carl Rogers, Abraham Maslow The Diversity View – Henry Murray The Social Cognitive View – George Kelly	Room: 134-021 / 018-002A Motivation: Personal Projects George Kelly's Repertory Grid Technique Q-sort TAT stories – analysis using Murray's technique	McAdams: Ch. 7, pp. 254-279 McAdams: Ch. 11, pp 429-462 McAdams: Chap 7, pp. 279-300 McAdams: Ch 8
5	September 30	Room: 134-021 Making a Life: Narrative Psychology - The Stories We Live By The Life Story Model of Identity – McAdams Narrative interview and analysis – Catherine Riessman	Room: 134-021 / 018-002A Autobiography: The Life Story Interview Working on the presentation and case study	McAdams: Ch. 10, pp. 386-396, 403-427. McAdams: Ch 11, pp. 462-474 McAdams, Ch. 12, 480-501
6	October 1	Room: 018-02B&C Narrative of Personality and Health	Room: 018-002C / 018-002B Group Project Seminar Presentations	

Please note that the sequence of some topics may change due to availability of staff, resources or due to unforeseen circumstances.

INDIVIDUAL TASK COVER SHEET

<p><i>Student</i> Please sign, date and attach cover sheet to front of assessment task for all hard copy submissions</p>									
SUBJECT CODE									
STUDENT FAMILY NAME	Student Given Name	JCU Student Number							
ASSESSMENT TITLE									
DUE DATE									
LECTURER NAME									
TUTOR NAME									
<p><u>Student Declaration</u></p> <ol style="list-style-type: none"> 1. This assignment is my original work and no part has been copied/ reproduced from any other person's work or from any other source, except where acknowledgement has been made (see <i>Learning, Teaching and Assessment Policy 5.1</i>). 2. This work has not been submitted for any other course/subject (see <i>Learning, Teaching and Assessment Policy 5.9</i>). 3. This assignment has not been written <u>for</u> me. 4. I hold a copy of this assignment and can produce a copy if requested. 5. This work may be used for the purposes of moderation and identifying plagiarism. 6. I give permission for a copy of this marked assignment to be retained by the College for benchmarking and course review and accreditation purposes. <p style="margin-top: 10px;">Learning, Teaching and Assessment Policy 5.1. A student who submits work containing plagiarised material for assessment will be subject to the provisions of the Student Academic Misconduct Requirements.</p> <p>Note definition of plagiarism and self plagiarism in Learning, Teaching and Assessment Policy:</p> <p>Plagiarism: reproduction without acknowledgement of another person's words, work or expressed thoughts from any source. The definition of words, works and thoughts includes such representations as diagrams, drawings, sketches, pictures, objects, text, lecture hand-outs, artistic works and other such expressions of ideas, but hereafter the term 'work' is used to embrace all of these. Plagiarism comprises not only direct copying of aspects of another person's work but also the reproduction, even if slightly rewritten or adapted, of someone else's ideas. In both cases, someone else's work is presented as the student's own. Under the Australian <i>Copyright Act 1968</i> a copyright owner can take legal action in the courts against a party who has infringed their copyright.</p> <p>Self Plagiarism: the use of one's own previously assessed material being resubmitted without acknowledgement or citing of the original.</p>									
<p><u>Student Signature</u></p> <p>..... Submission date/...../.....</p>									

GROUP TASK COVER SHEET

<p><i>Students</i></p> <p><i>Please sign, date and attach cover sheet to front of assessment task for all hard copy submissions</i></p>									
SUBJECT CODE									
STUDENT FAMILY NAME	Student Given Name	JCU Student Number							
i.									
ii.									
iii.									
iv.									
v.									
vi.									
ASSESSMENT TITLE									
DUE DATE									
LECTURER NAME									
TUTOR NAME									
<p><u>Student Declaration</u></p> <p>1. This assignment is our original work and no part has been copied/ reproduced from any other person's work or from any other source, except where acknowledgement has been made (see <i>Learning, Teaching and Assessment Policy 5.1</i>).</p> <p>2. This work has not been submitted for any other course/subject (see <i>Learning, Teaching and Assessment Policy 5.9</i>).</p> <p>3. This assignment has not been written <u>for</u> us.</p> <p>4. We hold a copy of this assignment and can produce a copy if requested.</p> <p>5. This work may be used for the purposes of moderation and identifying plagiarism.</p> <p>6. We give permission for a copy of this marked assignment to be retained by the College for benchmarking and course review and accreditation purposes.</p> <p>Learning, Teaching and Assessment Policy 5.1. A student who submits work containing plagiarised material for assessment will be subject to the provisions of the Student Academic Misconduct Requirements.</p> <p>Note definition of plagiarism and self plagiarism in Learning, Teaching and Assessment Policy:</p> <p>Plagiarism: reproduction without acknowledgement of another person's words, work or expressed thoughts from any source. The definition of words, works and thoughts includes such representations as diagrams, drawings, sketches, pictures, objects, text, lecture hand-outs, artistic works and other such expressions of ideas, but hereafter the term 'work' is used to embrace all of these. Plagiarism comprises not only direct copying of aspects of another person's work but also the reproduction, even if slightly rewritten or adapted, of someone else's ideas. In both cases, someone else's work is presented as the student's own. Under the Australian <i>Copyright Act 1968</i> a copyright owner can take legal action in the courts against a party who has infringed their copyright.</p> <p>Self Plagiarism: the use of one's own previously assessed material being resubmitted without acknowledgement or citing of the original.</p>									
<p><u>Student signature(s)</u></p> <p>i..... Submission date/...../..... iv..... Submission date/...../.....</p> <p>ii..... Submission date/...../..... v..... Submission date/...../.....</p> <p>iii..... Submission date/...../..... vi..... Submission date/...../.....</p>									