



Course Outline

PSYC2101

Assessment, Personality, and Psychopathology

School of Psychology

Faculty of Science

T3, 2022

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1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course email address	For enquiries related to PSYC2101	psyc2101@unsw.edu.au		
Course Convenor	Prof Eva Kimonis	e.kimonis@unsw.edu.au	By appointment	9385 2323
Lecturers	Prof Thomas Whitford	t.whitford@unsw.edu.au	By appointment	9065 1768
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	A/Prof Ruth Peters (online lectures only)	r.peters@neura.edu.au	By appointment	9065 2886
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2. Course information

Units of credit:	6
Pre-requisite(s):	PSYC1001
Teaching times and locations:	<u>PSYC2101 Timetable</u>

2.1 Course summary

This course is an introduction to psychological assessment, personality, and psychopathology. The psychological assessment portion of the course will include key concepts related to personality and intelligence testing. The psychopathology portion of the course is an introduction to the study of maladaptive behaviour and mental disorders. The course will provide an overview of common mental disorders, including anxiety, mood, eating, childhood, and psychotic disorders. Emphasis will be placed on diagnostic criteria, contemporary theories of psychopathology, and empirically supported approaches to treating mental disorders.

2.2 Course aims

This course aims to provide foundational and contemporary knowledge about theory, research, and practice in Clinical Psychology. You will learn about the causes, symptoms, and evidence-based assessment and treatment of mental disorders. You will also learn about psychological assessment of personality and intelligence and surrounding controversies. You will learn to apply key concepts in Clinical Psychology to approaching various mental disorders.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Understand and explain major concepts, theoretical perspectives, and historical and contemporary trends to the identification and classification of mental disorders.
2. Understand and explain major concepts, theoretical perspectives, and historical and contemporary trends relating to psychological assessment, including in the area of intelligence.
3. Understand and explain the major clinical features of a number of mental disorders, including disruptive behaviour, mood, anxiety, eating, psychotic, and personality disorders.
4. Understand and explain current theories relating to the aetiology and underlying mechanisms of these specific disorders, as well as psychological approaches to the treatment of these specific disorders.
5. Distinguish between mental disorders and normal variability in emotion, cognition, behaviour, and personality.
6. Critically evaluate the reliability, validity, and ethical implications of contemporary measures of psychological functioning.
7. Effectively communicate new knowledge about psychological assessment, personality, and psychopathology in oral and written form.

2.4 Relationship between course and program learning outcomes and assessments

Program Learning Outcomes							
CLO	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	Assessment
1.	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings		Lectures, tutorials, online activities, readings	Tutorials	Lectures, tutorials	Tutorial preparation (“tut prep”), Presentation, Short-answer questions, Final exam
2.	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings			Tutorials	Lectures, tutorials, online activities, readings	Tut prep, Presentation, Short-answer questions, Final exam
3.	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings			Tutorials	Lectures, tutorials, online activities, readings	Tut prep, Short-answer questions, Final exam
4.	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings	Tutorials, online activities	Lectures, tutorials, online activities, readings	Tut prep, Presentation, Short-answer questions, Final exam
5.	Lectures, tutorials, online activities, readings		Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities	Tutorials, online activities	Lectures, tutorials, online activities, readings	Tut prep, Short-answer questions, Final exam
6.	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings	Lectures, tutorials, online activities, readings		Tutorials, online activities, readings	Tut prep, Short-answer questions, Final exam
7.	Tutorials, online activities	Tutorials, online activities	Tutorials, online activities		Tutorials, online activities	Tutorials, online activities, readings	Presentation, Short-answer questions

3. Strategies and approaches to learning

3.1 Learning and teaching activities

To achieve the learning outcomes outlined above, you will need to attend online bi-weekly lectures and weekly tutorials. Attendance is compulsory. Slides presented in the lectures will be made available after the lectures. Lectures will be taped, and recordings will be available via Echo 360.

The weekly 90-minute tutorials will contain oral presentations of the tutorial readings for the week, followed by discussion of the readings and related issues. In addition, for many of the tutorials, you will watch a video of a case example of a client with the disorder being discussed in class that week. The tutorial presentation and class discussion are designed to assess Learning Outcome 7.

The prescribed readings also provide a supplementary source of information and examples. The tutorials and the readings will also assist you in fully achieving Learning Outcome 1 through 6, which require you to develop openness and a questioning attitude.

The short-answer assessment will provide you with an opportunity to test your understanding of Learning Outcomes 1 through 3, 5, 6, and is also designed to assess Learning Outcome 7.

The final exam is designed to assess Learning Outcomes 1 through 6.

The question-and-answer section at the end of each lecture and tutorial provides students with an opportunity to question and clarify the concepts and ideas discussed. Students are strongly encouraged to engage by asking questions or commenting about lecture and tutorial content.

Formative topic revision quizzes are available to students on a weekly basis to provide an opportunity to evaluate understanding of course material. Timely completion of the weekly quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on in future content.

3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide, available on <https://www.unsw.edu.au/science/our-schools/psychology/student-life-resources>.

Attendance at tutorials is an essential course requirement to ensure students are consistently working towards achieving the foundational graduate competencies required by the APAC Accreditation Standards. These Accreditation Standards are incorporated in Program and Course Learning Outcomes. Eighty percent attendance is required before marks are lost for non-attendance. Before each tutorial class, every student must study the reading(s) set for that tutorial class. Copies of the readings are available on Moodle, online on the My Course link of the Library website, and from My Course Reserve on level 2 of the Library.

The final exam for this course will take place online during the UNSW examinations period. Students should not arrange travel during the UNSW exam period until the date of the final exam has been released. Students who arrange travel prior to the release of the final exam date will not be granted consideration in the event they are scheduled to be out of country when the final exam is to occur. This is especially important for study abroad students – do not arrange travel home until the final exam date has been released.

Students registered with Equitable Learning Services must contact the course co-ordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

4. Course schedule and structure

Each week this course typically consists of 2 hours of lecture material, 90 minutes of face-to-face tutorials, and up to 1 hour of online modules and materials. Students are expected to take an additional 7 hours each week of self-determined study to complete assessments, readings, and exam preparation.

Week	Lecture topic/s	Tutorial/lab topics	Online activities	Self-determined activities
Week 0 05/09/2022	N/A	N/A	<ul style="list-style-type: none"> Lecture: Course orientation 	N/A
Week 1 12/09/2022	1) Classification/ Neo 2) Reliability and validity/ Neo	No face-to-face tutorials	<ul style="list-style-type: none"> Module: Course introduction* Revision Quizzes 	<ul style="list-style-type: none"> Textbook chapter 1 (abnormal psychology), pages 1-7 Textbook chapter 4 (assessment, diagnosis, and treatment), pages 85-106 (clinical assessment)
Week 2 19/09/2022	1) Anxiety and its disorders/ Schweizer 2) Depression/ Nickerson	Classification of mental disorders	<ul style="list-style-type: none"> Module: Introduction to DSM-5* Revision Quizzes 	<ul style="list-style-type: none"> Textbook chapter 5 (anxiety disorders) Schwartz (chapter 2, "What's in a name?") excerpt
Week 3 26/09/2022	1) No live lectures – required online module 2) Bipolar disorder/ Whitford	Behavioural experiments for anxiety	<ul style="list-style-type: none"> Module: Introduction to the cognitive-behavioural (CBT) model* Module: CBT model case studies Revision Quizzes 	<ul style="list-style-type: none"> Textbook chapter 7 (depression and bipolar) and 8 (treatments for depressive and bipolar disorders) Clark (1986) Rapee & Heimberg (1997)

Week 4 03/10/2022	1) Labour Day (no classes) 2) Personality/ Whitford	Obsessive-compulsive disorder (OCD)	<ul style="list-style-type: none"> Module: Introduction to personality disorders* Module: Introduction to childhood disorders*/ Kimonis Revision Quizzes 	<ul style="list-style-type: none"> Textbook chapter 16 (personality disorders), and chapter 19 page 596 Schwartz (Chapter 6, "A Season in Hell") Krueger & Markon (2014)
Week 5 10/10/2022	1) Childhood disorders/ Kimonis 2) Psychopathy/ Kimonis	Psychopathy	<ul style="list-style-type: none"> Module: ABC analysis* Module: The coercive cycle of childhood disruptive behaviour disorders* 	<ul style="list-style-type: none"> Textbook chapter 3 pages 80-82, 149-150 (developmental psychopathology) & chapter 17 (childhood disorders), pages 513-541 Patterson et al. (1989) Hare (1996)
Week 6 17/10/2022	1) Flexibility week (no classes)	No face-to-face tutorials	<ul style="list-style-type: none"> No online content 	<ul style="list-style-type: none"> Textbook chapter 2 (research in abnormal psychology) pages 32-38, chapter 3 (models of abnormality) pages 50-52, 59-66, 73-77, chapter 4 pages 107-110
Week 7 24/10/2022	1) Eating disorders/ Vartanian 2) Eating disorders/ Vartanian	Eating disorders	<ul style="list-style-type: none"> Module: Borderline personality disorder Revision Quizzes 	<ul style="list-style-type: none"> Textbook chapter 11 (eating disorders) Keel & Kump (2003) Neumark-Sztainer (2005)
Week 8 31/10/2022	1) Psychological therapies for adults/ Nickerson	Intelligence tests	<ul style="list-style-type: none"> Module: Intelligence testing Part 1* Module: Intelligence testing Part 2* 	<ul style="list-style-type: none"> Textbook chapter 17 (intellectual disability), pages

	2) Psychological therapies for adults/ Nickerson		<ul style="list-style-type: none"> • Module: Intelligence testing Part 3* • Revision Quizzes 	<p>541-550</p> <ul style="list-style-type: none"> • Neisser et al. (1996) excerpt • Caspi et al. (2014)
Week 9 07/11/2022	1) Schizophrenia/ Whitford 2) Schizophrenia/ Whitford	Psychotic symptoms	<ul style="list-style-type: none"> • Module: Dementia and cognitive decline* (Peters) • Revision Quizzes 	<ul style="list-style-type: none"> • Textbook chapter 14 (schizophrenia) • Blakemore et al. (2000) • McGinn & Sanderson (2001)
Week 10 14/11/2022	1) Adolescent mental health/ Schweizer 2) No live lectures – required online module 3) 18/11/2022 11am: Q&A/ Nickerson/ Peters	No face-to-face tutorials	<ul style="list-style-type: none"> • Module: Posttraumatic stress disorder* (Nickerson) • Revision Quizzes 	<ul style="list-style-type: none"> • Textbook chapter 6 (disorders of trauma and stress), pages 153-171
Study period 19/11/2022			<p>Mental Health Support Modules:</p> <ul style="list-style-type: none"> • Module: Introduction to mindfulness • Module: Mindfulness myths and how-to 	
Exam period 25/11/2022				

***Asterisk denotes online content that is pre-work for the tutorial and/or is examinable in the short-answer assessment and/or final examination.**

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
Assessment 1: Tutorial preparation	Online varied length preparatory work for tutorials	5%	/5	Prior to tutorial, as indicated in course schedule online activities column
Assessment 2: Tutorial presentation	10 min presentation	10%	/10	Per schedule provided in week 2 tutorial
Assessment 3: Take-home short answer exam	500 word and 750 word	35%	/15 500 word /20 750 word	4 November (Week 8) by 11.59pm
Assessment 4: Final exam	50 questions/ 50 minutes	50%	/50	Exam period

Assessment 1: Before each tutorial class you must complete the associated online module and/or Moodle revision quizzes as pre-work (where indicated, as detailed in the course schedule online activities column), and study the reading(s) set for that tutorial class. You are expected to actively participate in tutorial discussions concerning the set readings and video case presentations that are used to illustrate the major clinical features of selected disorders (where applicable). The tutorial preparation mark is based on completion of the designated online pre-work (5 marks).

Assessment 2: You will be paired with a tutorial peer through random assignment to give a 10-minute oral presentation on an allocated tutorial set reading in one randomly assigned tutorial class. Assigned presentation partners and readings will be announced in the first tutorial. Copies of the readings are available on Moodle, online on the My Course link of the Library website and from My Course Reserve on level 2 of the Library. The tutorial presentation is worth 10 marks.

Assessment 3: You will complete two short answer take-home exam questions on designated lecture topics in psychopathology via Moodle in Week 8 (released 3 November). You will submit short written answers (500 and 750 words) to these questions by 11.59pm on Friday of Week 8 (4 November) in MS Word version via Turnitin within Moodle. Your short answer assessment must also be emailed in electronic form directly to your tutor by this due date. **Short answer assessments will not be accepted after 9 November and will receive a mark of 0.**

Assessment 4: The final exam will be a 50 question multiple-choice test that is taken online in a 50-minute time window during the official examination period. This exam will cover material presented in the lectures, tutorials, tutorial readings, and specific tutorial preparation online modules* (denoted with an asterisk* in the course schedule).

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Short answer assessment: In accordance with UNSW Assessment Policy written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted, except where provided as a duplicate copy as requested in the course outline.

Late penalties: deduction of marks for late submissions will be in accordance with [UNSW Assessment Policy](#).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see <https://student.unsw.edu.au/special-consideration>.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

Supplementary examinations: will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Tutorial preparation	During study period	Tutor	Online	Moodle

Presentation	During study period	Tutor	Online	Moodle
Short answer exam	Within 10 days of due date	Tutor	Online	Moodle/Turnitin
Final exam	N/A	N/A	N/A	N/A

6. Academic integrity, referencing and plagiarism

The APA (7th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

[APA 7th edition.](#)

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

7. Readings and resources

Textbook (supplementary)	Comer R. J., & Comer, J. S. (2021). <i>Abnormal Psychology, Eleventh Edition</i> . New York: Worth Publishers. Available from UNSW bookshop and Library (My Course Reserve). Print: https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9781319389017 Value Pack https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9781319382971 Book only Digital: https://unswbookshop.vitalsource.com/products/-v9781319382988 Book only
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¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

Course information	Available on Moodle
<p>Textbook readings (Comer & Comer, 2018, recommended supplementary)</p>	<p>Week 1: Chapter 1, Abnormal psychology: Past and present [pp. 1-7] Chapter 4, Clinical assessment, diagnosis, and treatment [pp. 85-106].</p> <p>Week 2: Chapter 5, Anxiety, obsessive-compulsive, and related disorders [pp. 113-150].</p> <p>Week 3: Chapter 7, Depressive and bipolar disorders [pp. 189-219]. Chapter 8 [Treatments for depressive and bipolar disorders, pp. 221 - 247].</p> <p>Week 4: Chapter 16, Personality disorders [pp. 473-511] Chapter 19, Serial murderers, p. 596.</p> <p>Week 5: Chapter 3, Models of abnormality [pp. 80-82, 149-150]. Chapter 17, Disorders common among children and adolescents [pp. 513-541].</p> <p>Week 6: Chapter 2, Research in Abnormal Psychology [pp 32-38]. Chapter 3, Models of abnormality [pp. 50-52, 59-66, 73-77]. Chapter 4, Treatment decisions [pp. 107-110].</p> <p>Week 7: Chapter 11, Eating disorders [pp. 313-340].</p> <p>Week 8: Chapter 17, Intellectual disability [pp. 541-550].</p> <p>Week 9: Chapter 14, Schizophrenia and related disorders [pp. 421-444].</p> <p>Week 10: Chapter 6, Disorders of trauma and stress [pp. 153-171].</p>
<p>Required tutorial readings (in order of reading)</p>	<p>Blakemore, S. J., Smith, J., Steel, R., Johnstone, E. C., and Frith, C. D. (2000). Hallucinations and passivity experiences: Evidence for a breakdown in self-monitoring. <i>Psychological Medicine</i>, 30, 1131-1139.</p> <p>Caspi, A., Houts, R. M., Belsky, D. W., Goldman-Mellor, S. J., Harrington, H., Israel, S., ... & Moffitt, T. E. (2014). The p factor: one general psychopathology factor in the structure of psychiatric disorders? <i>Clinical Psychological Science</i>, 2(2), 119-137.</p> <p>Clark, D. M. (1986). A cognitive approach to panic. <i>Behaviour Research and Therapy</i>, 24, 461-470.</p> <p>Hare, R. D. (1996). Psychopathy and antisocial personality disorder: A case of diagnostic confusion. <i>Psychiatric Times</i>, 13(2), 39-40.</p> <p>Keel, P. K., & Klump, K. L. (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology. <i>Psychological Bulletin</i>, 129, 747-769.</p> <p>Krueger, R. F., & Markon, K. E. (2014). The role of the DSM-5 personality trait</p>

	<p>model in moving toward a quantitative and empirically based approach to classifying personality and psychopathology. <i>Annual Review of Clinical Psychology</i>, 10, 477-501. [excerpt]</p> <p>McGinn, L. K., & Sanderson, W. C. (2001). What allows cognitive behavioral therapy to be brief? Overview, efficacy, and crucial factors facilitating brief treatment. <i>Clinical Psychology: Science and Practice</i>, 8, 23-37.</p> <p>Neisser, U., Boodoo, G., Bouchard, T. J., Jr., Boykin, A. W., Brody, N., Ceci, S. J., Halpern, D. F., Loehlin, J. C., Perloff, R., Sternberg, R. J., & Urbina, S. (1996). Intelligence: Knowns and unknowns. <i>American Psychologist</i>, 51(2), 77-101.</p> <p>Neumark-Sztainer, D. (2005). Can we simultaneously work toward the prevention of obesity and eating disorders in children and adolescents? <i>International Journal of Eating Disorders</i>, 38, 220-227.</p> <p>Patterson, G., DeBaryshe, B., & Ramsey, E. (1989). A Developmental Perspective on Antisocial Behavior. <i>American Psychologist</i>, 44(2), 329-335.</p> <p>Rapee, R. M., & Heimberg, R. G. (1997). A cognitive-behavioral model of anxiety in social phobia. <i>Behavior Research and Therapy</i>, 35(8), 741-756.</p> <p>Schwartz, S. (1993). <i>Classic Studies in Abnormal Psychology</i>. London: Mayfield. (chapter 2: "What's in a name?") excerpt</p> <p>Schwartz, S. (1993). <i>Classic Studies in Abnormal Psychology</i>. London: Mayfield. (chapter 6: "A season in hell")</p>
<p>Recommended internet sites</p>	<p>UNSW Library</p> <p>UNSW Learning Centre</p> <p>ELISE</p> <p>Turnitin</p> <p>Student Code of Conduct</p> <p>Academic Integrity</p> <p>Email policy</p> <p>UNSW Anti-racism policy</p> <p>UNSW Equity, Diversity and Inclusion policy</p>

8. Administrative matters

The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances

- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>