

Personality, clinical and abnormal psychology

Supported GRE teaching and original transfer practice

Identify the evidence

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Compare personality theories and assessment methods

Read CL.1, CL.2 and EP.1 for classification and outcome evidence.

Concepts 1

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Trait theories describe relatively stable dimensions; other personality theories emphasise learning, cognition or internal dynamics.

Clinical classification uses patterns, impairment, context and differential explanations. A symptom alone is insufficient.

Concepts 2

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Therapies differ in proposed mechanisms. Cognitive approaches examine thoughts; behavioural approaches change learning contingencies.

Treatment studies need suitable comparison groups and defined outcomes. These lessons teach academic concepts, not self-diagnosis or treatment advice.

Reason through the worked case

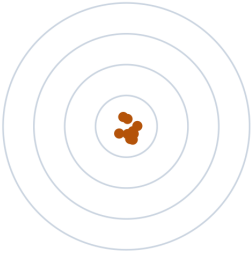
Reason through the worked case

A pupil's self-report scores are stable across weeks but change when a teacher is present. What does this suggest about assessment?

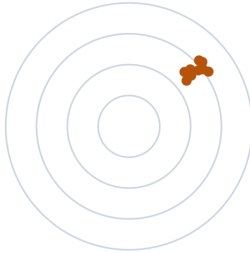
Stable scores can show repeatability under similar conditions. The teacher's presence may change social desirability or perceived consequences, so interpretation also depends on setting. Use appropriate multiple methods and contexts; consistency alone neither validates a trait interpretation nor supplies a diagnosis.

Read the reviewed representation

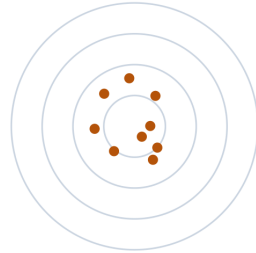
Reliable + valid



Reliable, not valid



Unreliable



Original schematic for Psychometrics and test construction. Illustrative relationships and numbers are not research results.

Attempt an unfamiliar case

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An uncontrolled support programme reports large improvement among people selected for unusually high initial scores. Give two alternatives to a treatment effect and one useful comparison.

Pause and write the explanation before continuing.

Check the transfer argument

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Regression toward the mean and natural change can reduce extreme scores; expectancy can also contribute. An ethically appropriate randomized comparison with a defined outcome and follow-up helps estimate a programme effect. Consider attrition and uncertainty. A classroom case cannot justify personal treatment advice.

Accept a different explanation when its evidence and limits are justified.

Limit the conclusion

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Do not diagnose yourself or classmates from a multiple-choice description. Actual assessment belongs to qualified clinicians.

Original classroom cases are not official questions or personal clinical advice.

Check yourself

Independent retrieval

A personality questionnaire correlates with distress. Why does that neither establish a disorder nor identify its cause?

Write your reasoning before comparing it with the methods and limits taught in this lesson.