



PSYC1021
Introduction to Psychological Applications
Session 1 2012
School of Psychology

Course description, Learning Outcomes and Objectives

PSYC1021 is worth 6UOC and is **restricted to students currently enrolled in program 3432 (Bachelor of Psychology) and for selected Psychological Science students**. This course offers an introduction to psychology as a scientific discipline and as a profession, with special emphasis on initiating the academic and professional development of students in the Bachelor of Psychology programme. The content of this course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. This course also provides a first step in your development of **psychological literacy**, that is, the capacity to utilise your psychological knowledge, skills and attitudes in a constructive manner, with the aspirational goal of becoming a psychologically literate global citizen.

Learning Objectives

The principal **learning objectives** of the course are to:

- Introduce the key features of undertaking research within psychology;
- Assist students in developing skills of analytical, critical and creative thinking;
- Assist students in developing the ability to identify ill-defined issues of social significance and convert them into scientifically meaningful research;
- Assist students in developing effective oral communication skills;
- Familiarise students with the skills involved in identifying, documenting, and reflecting upon career- relevant achievements in relation to graduate and professional attributes;
- Familiarise students with the skills involved in quality resume preparation and job application;
- Introduce the different areas and key issues in professional psychology, especially within the forensic, organisational, and clinical psychology contexts.

Graduate Attributes consist of the knowledge, skills and dispositions that you should acquire during your university experience. A set of graduate attributes has recently been developed for the Australian Four-year Undergraduate Program.

Graduate Attribute 1: Knowledge and Understanding of Psychology

(Demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology, as outlined by the National Accreditation Body {currently the Australian Psychology Accreditation Council}.)

This course is not focussed so much on content as on the skills and dispositions inherent in an undergraduate psychology education.

Graduate Attribute 2: Research Methods in Psychology

(Understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.)

In this course, you should achieve to at least an introductory level the following student learning outcomes (SLOs):

- ***Describe the basic characteristics of the science of psychology.***
- ***Describe, apply and evaluate the different research methods used by psychologists.***

- **Demonstrate practical skills in laboratory-based and other psychological research.**
- **Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.**

These SLOs will be developed through practical and assessment activities in particular. They will be assessed primarily in the Group Assignments 1 and 2 and in the final examination, but also in journal entries.

Graduate Attribute 3: Critical Thinking Skills in Psychology

(Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes.)

In this course, you should achieve to at least an introductory level the following learning outcomes:

- **Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes.**
- **Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.**
- Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
- Evaluate the quality of information, including differentiating empirical evidence from speculation.
- **Recognise and defend against the major fallacies of human thinking.**
- Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.
- Demonstrate creative and pragmatic problem solving.
- Evaluate psychologists' behaviour in psychological research and other professional contexts in relation to the Australian Psychological Society *Code of Ethics* and the complementary *Ethical Guidelines*, as well as the Australian *National Practice Standards for the Mental Health Workforce*.
- Promote evidence-based approaches to understanding and changing human behaviour.

These SLOs will be developed through practical, lecture and assessment activities. They will be assessed primarily through the tests and final examination but also in the Group Assignments and in journal entries.

Graduate Attribute 4: Values in Psychology

(Value empirical evidence; tolerate ambiguity during the search for greater understanding of behaviour and knowledge structures; act ethically and professionally; understand the complexity of sociocultural and international diversity; and reflect other values that are the underpinnings of psychology as a discipline.)

In this course, you should achieve to an introductory level the following learning outcomes:

- **Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication).**
- Recognise the limitations of one's psychological knowledge and skills, and value life-long learning.
- Exhibit a scientific attitude in critically thinking about, and learning about, human behaviour, and in creative and pragmatic problem solving.

These SLOs will be developed through lecture, practical and assessment activities. They will be assessed primarily in the final examination, but also in the Group Assignments and journal entries.

Graduate Attribute 5: Communication Skills in Psychology

(Communicate effectively in a variety of formats and in a variety of contexts.)

In this course, you should achieve to an introductory level the following learning outcomes:

- **Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.**
- Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

These SLOs will be developed through practical, assessment and lecture activities. They will be assessed primarily in the Group Assignments, but also in the journal entries.

Graduate Attribute 6: Learning and the Application of Psychology

(Understand and apply psychological principles to personal, social, and organisational issues.)

In this course, you should achieve to an introductory level the following learning outcomes:

- **Describe major areas of applied psychology (e.g. clinical, counselling, organisational, forensic, health).**
- Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporate feedback for improved performance; purposefully evaluate the quality of one's thinking (metacognition).
- **Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.**

These SLOs will be developed through lecture, practical and assessment activities. They will be assessed primarily in the journal entries and in the final examination, but also in Group Assignment 2 and the Careers Assignment.

The integrated acquisition of the graduate attributes, as partly indicated through assessment of the learning outcomes, comprises "psychological literacy". This course, as well as PYSC1001 and PSYC1011, is the beginning of that journey. By the time you reach third year, there may be a "capstone" course or experience that will assist you in the process of integrating your learning across different psychology courses, and thus providing you with some insight into your own level of acquisition of psychological literacy.

Staff

Course coordinator:

A/Prof Jacquelyn Cranney (JC)

Psychology, Mathews 911, tel. 9385-3527, fax 9385-3641, j.cranney@unsw.edu.au

Questions about any aspect of the administration of the course should be directed to the course coordinator, preferably by email.

Other staff teaching in the course are:

Dr Sue Morris tel. 9385-3527	Mathews 911	s.morris@unsw.edu.au
Ms Eva Chan (EC) tel. 9385 5432	Careers and Employment	e.chan@unsw.edu.au
Dr Alishia Williams tel. 8382-1434	Mathews 807	alishia.williams@unsw.edu.au
Dr Michael Young (MY) tel. 9385-3038	Mathews 1005	michael.young@unsw.edu.au
Dr Richard Kemp (RK) tel. 9385-1401	Mathews 441	richard.kemp@unsw.edu.au

Lectures and practical classes

Topic	Lectures	Practicals
Research and communication	Jacquelyn Cranney (JC)	Sue Morris (SM)
Careers in psychology	Eva Chan (EC)	Eva Chan (EC)
Psychology in forensic context	Richard Kemp (RK)	
Psychology in clinical context	Alishia Williams (AW)	
Psychology in organisations	Michael Young (MY)	
Critical and creative thinking in psychology; adaptive cognition	Jacquelyn Cranney (JC)	Sue Morris (SM)

You are required to attend all lectures and practicals, and to meet all participation and assessment specifications. If possible, lectures will be digitally recorded and made accessible via BlackBoard. Please also note that occasionally there is group work and tests in lecture times. You are also expected to attend all of the compulsory

2-hour weekly practical/tutorial classes. **Please note that occasionally practicals will be held in computer labs – please check the schedule.** Practical classes will involve interactive activities that will extend lectures and assist in the development of learning outcomes.

Practical Participation: Practical classes are an essential and compulsory part of this course. To benefit from and to contribute to practicals, preparation and completion of any set work is important. Material relevant to the group assignments will be presented and discussed in practicals. Your attention is also drawn to the following:

Your practical session time: You **must** attend the practical session to which you have been allocated. It will not be possible to switch or change practical classes once allocations are finalised.

Practical session attendance. Attendance will be recorded at the beginning of every practical. Those not on the class roll for that practical will be asked to leave, and all absences will be recorded.

Missing practicals. Inadequate attendance (less than 80% of all sessions) of practical classes may result in failure to pass the course (whether or not you have medical certificates or other documentation). If you are unable to attend practicals because of sickness or other circumstances outside your control, this may be grounds for special consideration to drop the course without failure.

For every 6-credit-unit course, you are expected to spend an average of **10 hrs per week on that course**—this includes class-time, outside class-time group work, data-gathering exercises, and the normal study time necessary to adequately complete assignments and examination study. As a candidate in a full-time program, you will have little if any time for outside employment, and **under no circumstances will employment be accepted as an excuse not to meet expectations for class participation, group work, or assessments.** Remember, the semester times are quite short (final examinations will be upon you before you know it), so there is substantial time available during non-semester periods to work for money.

Resources for students

Prescribed text:

Stanovich, K. (2010). How to think straight about psychology. 9th Edition. Allyn and Bacon.

The course website available through <http://telt.unsw.edu.au/> contains a number of useful resources to assist your study, including lecture and practical handouts.

Administrative matters

Information about each of the following matters can be found in the School of Psychology's Student Guide (www.psy.unsw.edu.au) and on the course website. You must familiarize yourself with the information about each of these issues.

1. Expectations of students (including attendance at lectures and practicals).
2. Procedures for submission of assignments and the School's policy concerning late submissions (e.g., for assignments, 2% of the marks will be deducted for each day overdue). Please note that "Turn-it-in" may be a necessary procedure for some assignments.
3. Examination procedures and advice concerning illness or misadventure.
4. Student support services (including services for students who have a disability that requires some adjustment in their teaching or learning environment).

Scaling: The final marks for all subjects in the School of Psychology are scaled. This process is intended to maintain consistency in assessment, and to remove any potential effects of differences in marking standards across courses.

Lecture and Practical Guide PSYC1021

Week	Lecture 1 Tues 9-10am (MAT D)	Lecture 2 Wed 10-11am (MAT C)	Practicals Tue 10-12 (Mat 104); Tue 1-3 (Mat 104); Wed 12-2 (Mat 104)	Assessment Tasks
1	28/2 JC Intro to course	29/2 JC Stanovich 1-4	No practs	Career Assignment handed out
2	6/3 JC Stanovich Quiz 1 ; Stanovich 5-8	7/3 JC Stanovich Quiz 2 ; Stanovich 9-12	6-7/3 SM Intro to group work Intro to research	Group Assignment 1 handed out *Career Assignment due 8/3, 4pm *Stanovich Quizzes in lectures
3	13/3 JC Stanovich Quiz 3 ; Intro to research	14/3 JC Research/Careers	13-14/3 SM Critical & Creative thinking (CCT); group	*Stanovich Quizzes in lectures
4	20/3 EC Careers 1	21/3 EC Careers 2	20-21/3 SM CCT; Group Assignment 1 due; group work	*Group Assignment 1 due in Practical Time Group Assignment 2 handed out *Journal 1. Due 25/3, 11pm
5	27/3 RK Forensic Psych 1	28/3 RK Forensic Psych 2	27-28/3 SM CCT; group work	
6	3/4 AW Clinical psych 1	4/4 AW Clinical psych 2	3-4/4 EC Careers	
VACATION 6/4-15/4				
7	17/4 MY Organisational psych 1	18/4 MY Organisational psych 2	17-18/4 SM Study design & method due; CCT	
8	24/4 SM Oral Communication Skills	25/4 ANZAC DAY	24-25/4 No practs --Solo group data collection	*Journal 2 (Careers). Due 29/4, 11pm
9	1/5 JC CCT 1	2/5 JC CCT 2	1-2/5 SM Data interpretation	
10	8/5 JC CCT 3	9/5 JC CCT 4	8-9/5 SM Oral communication 2	
11	15/5 JC AC 1	16/5 JC AC 2	15-16/5 JC & SM Oral presentations	*Journal 3. Due 20/5, 11pm
12	22/5 JC AC3	23/5 JC Review	22-23/5 Feedback and evaluation	
13	29/5 NO LECTURE	30/5 NO LECTURE	30-31/5 NO CLASSES	*Journal 4 (Final). Due Monday 28/5 (Week 13), 4pm

To apply for **special consideration** concerning late submission of assignments, you must contact the course coordinator) *as soon as possible, preferably before the due date.*

Please note: Students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator as soon as possible, or with the Equity Officer (Disability) in the Equity and Diversity Unity (9385-4734; equity-diversity@unsw.edu.au; www.equity.unsw.edu.au). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Assessment

Although the **Guide** above may give the impression of heavy assessments, be assured that some aspects—such as some of the journal assignments—will not take a long time (e.g., Journals 1-4 should not take more than 15 min each). Moreover, group work should lighten the load!

All assessment components must be completed in order to satisfy the requirements of this course. There are THREE categories of assessment in this course, as outlined below. It is important to note that many of the assessment tasks involve a change in skill. For that reason, students are being asked to complete some tasks more than once. Their first attempt will be awarded only a small weighting or used as a baseline against which the later and/or final version(s) will be compared.

Assessment category	% marks	Week due
1. Research and communication		
- Group Assignment 1: Article Deconstruct:	5	4
- Group Assignment 2: Research project and Oral presentation	25	11
2. Thinking like a psychologist		
- Careers Assignment	2	2
- Journals	18	4, 8, 11, 13
- Class participation	10	
3. Formal examinations		
- Critical and creative thinking in-class quizzes	6	2-3
- Final exam	34	Final exam period
TOTAL	100	

Assessment details:

Research and Communication

Group Assignment 1 (5%):

This assignment will involve analysis of a research article, whereby a series of questions will need to be answered (e.g., identifying the independent and dependent variables). Your group will be required to submit one written response (for which you will all receive the same mark) in your Week 4 Practical.

Group Assignment 2 (25%):

The field-study presentation in Week 11 will be based on a field study that will be designed, conducted and presented in small groups. You will test a specific hypothesis by collecting data from at least 20 participants, and your group will present the results of your study to the class (for which it is expected that all group members will receive the same mark).

Reporting on research in any area of science is an essential skill that reflects your ability to synthesise empirical (research-based) material requiring a considerable level of both theoretical and conceptual understanding, and to report your conclusions clearly and concisely. This assessment task will (a) familiarise you with the process of undertaking research in psychology, (b) familiarise you with a particular reporting style and help you acquire the basics of effective and efficient scientific communication, (c) emphasise the development of your scientific communication and information literacy skills, as well as promoting critical thinking, and (d) provide you with a supported collaborative learning experience. Detailed instructions and background information for the group field study will be distributed in your Week 4 practical.

Thinking Like a Psychologist

Career Assignment (2%):

This CV and job application assignment, due on March 10, is designed as a trigger to help you think about what skills you would need to acquire to work in the area of psychology. In particular, you will be given a Job Advertisement and required to prepare a resume and a 150-word expression of interest to apply for the job. Later, Eva Chan's career-oriented lectures and practicals will familiarise you with the skills involved in developing, identifying, documenting, and reflecting upon career-relevant achievements in relation to graduate and professional attributes. You will be asked to reflect on what you have learnt in the careers journal.

Journal (18%):

The four written journal submissions are designed to help you reflect upon what you have learned in the lectures, practicals and assessment tasks. Specific instructions will be given for each journal entry, with greater assessment weighting being given to the final journal entry (see Guide for timing details).

Class participation (10%):

Guidelines for class participation will be handed out in class; please note that you will need to undertake some "homework" data-gathering exercises, as part of the class participation mark.

Formal examinations

In-class Stanovich quizzes (6%):

Brief short-answer quizzes will cover chapters in the assigned textbook (Stanovich: How to think straight about psychology), and may also give you practice on reflecting on what you have learnt. When: During lecture periods in Weeks 2-3.

The Final exam (34%):

This will cover lecture and practical material and assigned readings. The 1.5-hr exam will be held during the Final Examination Period. The location will be announced in lectures.

The final exam may consist of the following parts:

- Multiple-choice questions and some short answers questions. Some answers require basic definitions, some answers require analysis of a situation. There will also be some multiple-choice questions on the forensic, clinical and organisational lectures. A more detailed guide to content will be provided at the end of the session;
- article critique: this will be similar to the ones done in class and practicals;
- "design a study". Class examples usually demonstrate one of two approaches: a "true experiment" with random assignment of subjects to conditions, with all the ethical and resource implications, OR a more realistic (quasi) experiment that compared behaviour in pre-existing groups/conditions, which although more feasible to actually conduct, then has limitations in terms of inferences (i.e., usually some alternative explanations to possible patterns of results). You can practice this exercise by choosing a current "human behaviour" issue in the media, and trying to work out how you could conduct a study to inform the issue;
- short essay questions on the application of psychological principles, and aspects of adaptive cognition.

You should note the following information regarding assessments:

- Students can attend the final examination only once, either in the regularly scheduled or deferred examination period. As students will not be permitted to attend both the regularly scheduled and deferred examinations, you should be advised not to attend the exam as originally scheduled if you are sick on that day. Instead, you should ensure that you obtain the appropriate medical certificate to support your case for a deferred medical exam. In such a case, a formal application for special consideration must be submitted to Student Central within **three** working days of the assessment to which it refers.
- A deferred examination opportunity for each course will be offered only once. It is your responsibility to ensure that you are available to attend the deferred examination.
- Deferred and alternative assessment materials may be in a different format from the original (i.e. short answers instead of MC questions, oral examination instead of written examination etc). In addition, the original and deferred assessment materials may also differ in the specific content, although overall both will be sampled for the same relevant course material. These principles will apply to both deferred final examinations and alternative in-session assessments.

Continual Course Improvement

We periodically gather student evaluative feedback on the course and continual improvements are made to the course based in part on such feedback. The forms of feedback include UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process, focus groups and custom made feedback forms. Student feedback is taken seriously and changes to the course are made in accordance with it (e.g., we have shifted the final exam from Week 12 to the Final Examination period, as requested by students; moreover, the amount of assessment have been reduced). We welcome any feedback that you may have throughout the course, and we thank you for your participation in this process.

Academic honesty and plagiarism

Plagiarism is the presentation of the thoughts or work of another as one's own.

Examples include:

- * direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- * paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- * piecing together sections of the work of others into a new whole;
- * presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- * claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed. **

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism. An assessment item produced in oral, not written form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- * correct referencing practices;
- * paraphrasing, summarising, essay writing, and time management;
- * appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle.

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