



UNSW
SYDNEY

FACULTY OF SCIENCE
SCHOOL OF PSYCHOLOGY

PSYC3011

**RESEARCH AND APPLICATIONS IN
PSYCHOLOGY**

SEMESTER 2, 2018

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1. Information about the Course			
FACULTY	Science		
SCHOOL OR DEPARTMENT	Psychology		
COURSE CODE	PSYC3011		
COURSE NAME	Research and Applications in Psychology		
SEMESTER	Semester 2	YEAR	2018
UNITS OF CREDIT	6	LEVEL OF COURSE	3
ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	PSYC2001, PSYC2061, PSYC2071, PSYC2081, PSYC2101		
SUMMARY OF THE COURSE	The primary purpose of this course is to provide a capstone experience for students undertaking a major in psychology, regardless of their degree program.		

2. Staff Involved in the Course: Please email for availability for consultations				
COURSE COORDINATORS				
Name	Phone	Email	Office	Contact Time & Availability
Jacquelyn Cranney	9385-3527	J.Cranney@unsw.edu.au	Mat911	Email for availability
Nick Levy	9385-3527	N.Levy@unsw.edu.au	Mat907	Email for availability
UNSW FACE-TO-FACE LECTURERS				
Name	Phone	Email	Office	Contact Time & Availability
Mahreen Khan	9385-3527	Mahreen.Khan@unsw.edu.au	c/-Mat911	Email for availability
Leigh Mellish	9385-3527	Leigh.Mellish@unsw.edu.au	Careers	Email for availability
Ben Newell	9385-1616	Ben.Newell@unsw.edu.au	Mat712	Email for availability
Angela Nickerson	9385-0538	a.nickerson@unsw.edu.au	Mat1101a	Email for availability
Ewa Siedlecka	9385-3527	E.Siedlecka@student.edu.au	xxxx	Email for availability
Branka Spehar	9385-1463	B.Spehar@unsw.edu.au	Mat715	Email for availability
ADDITIONAL TUTORS				
Name	Phone	Email	Office	Contact Time & Availability
Peter Baldwin	9382 4368	P.Baldwin@unsw.edu.au	Black Dog	Email for availability
Siobhan O'Dean	xx	S.ODEan@student.edu.au	xx	Email for availability
Liz Summerell	xx	E.Summerell@unsw.edu.au	xx	Email for availability

3. Course Timetable

Component	Instructor	Day	Time	Location
Lecture 1	Various	Wednesday	9-10am	MAT A
Lecture 2	Various	Friday	9-10am	Science Theatre
Practical	Ewa Siedlecka	Monday	9-11am	MAT106
Practical	Nick Levy	Monday	11am-1pm	MAT311
Practical	Ewa Siedlecka	Monday	1-3pm	MAT311
Practical	Ewa Siedlecka	Monday	3-5pm	MAT108
Practical	Siobhan O'Dean	Tuesday	2-4pm	MAT108
Practical	Siobhan O'Dean	Wednesday	10am-12pm	MAT106
Practical	Jacquelyn Cranney	Wednesday	2-4pm	MAT308
Practical	Peter Baldwin	Wednesday	4-6pm	MAT108
Practical	Liz Summerell	Thursday	9-11am	MAT308
Practical	Nick Levy	Thursday	12-2pm	MAT232
Practical	Nick Levy	Thursday	2-4pm	MAT308
Practical	Liz Summerell	Friday	10am-12pm	MAT106

NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the School of Psychology and Moodle course sites.

4. Aims of the Course

The primary purpose of this course is to provide a capstone experience for students undertaking a major in psychology, regardless of their degree program. Psychology graduate attributes should lead to the development of psychological literacy, which is useful for any career destination that involves interacting with other human beings (<https://student.unsw.edu.au/psychological-literacy>). For example, the kind of skills you should learn in this course, such as reflecting on your personal and professional knowledge, skills and attitudes (KSAs), are critical to professional development in any field (and should be compulsory for all health professions).

5. Graduate Capabilities and Learning Outcomes (and assessment)

By the end of this course you will be able to:

1. Demonstrate knowledge in advanced and applied areas, such as:	1.1. Psychological principles of career development learning (exams, Portfolio) 1.2. Psychology of self-management, interpersonal skills and leadership (exams, collaborative research project) 1.3. Psychological practice, research and issues in specific workplaces (exams) 1.4. First nations perspectives (exams) 1.5. Health and wellbeing (collaborative research project, exams) 1.6. Advanced research methods (final examination) 1.7. History and systems in psychology (final examination)
2. Demonstrate advanced Research Knowledge & Skills, such as:	2.1. Capacity to design and plan the evaluation of a well-being program for a culturally non-dominant groups (collaborative research project) 2.2. Capacity to propose well-founded future research (final examination)
3. Demonstrate advanced critical & creative thinking skills, such as:	3.1. Critical and creative thinking regarding research design and program evaluation (collaborative research project; final examination)
4. Demonstrated advanced knowledge regarding values and ethics in psychology	4.1. Understand the different moral philosophical frameworks and perspectives, and be able to apply this understanding to ethical dilemmas (final examination)
5. Demonstrate advanced communications skills, such as:	5.1. Written communication (portfolio, final exam, slide content for collaborative research presentations) 5.2. Oral communication (collaborative research presentations)
6. Demonstrate the capacity to apply psychological principles, such as:	6.1. The capacity to engage in career development behaviours such as conducting an informational interview, writing a letter of application and a curriculum vitae, and engaging in constructive reflection regarding career development (Portfolio) 6.2. Integrate, extend and apply knowledge (portfolio, final examination)

6. School of Psychology Graduate Capabilities

Level of Focus: 0 = No focus; 1 = Minimal/first-year; 2 = Moderate/second-year; 3 = Major/third-year; A = assumed (and not assessed here).

The integrated acquisition of the graduate capabilities, as partly indicated through assessment of the learning outcomes, comprises "psychological literacy".

Graduate Attribute 1: Discipline knowledge and its application

Demonstrates a broad and coherent body of knowledge of psychology, with depth in the underlying principles and concepts, and an appreciation of the value of applying this knowledge as the basis for life-long learning.

A1.1 Demonstrates an understanding of the history and philosophy of science and psychology = 2.5

A1.2 Demonstrates understanding of the major concepts, theoretical perspectives, research methods, empirical findings, and historical trends in the core topics of psychology, including:

a) cognition, information processing and language = A

b) individual differences in capacity, behaviour and personality, including related systems of testing and assessment = A

c) intercultural diversity = A?

d) issues for and perspectives of Aboriginal and Torres Strait Islander Peoples = A?

e) learning = A

Learning and Teaching Activities (and Assessments)

Some readings, lecture material, practical material (collaborative Research Project Presentation; Final exam).

<p>f) lifespan developmental psychology = A g) motivation and emotion = A h) neuroscience and biological bases of behaviour = A i) perception = A j) psychological disorders = A k) psychological health and well-being = A l) social psychology = A A1.3 Demonstrates the capacity to apply disciplinary knowledge to explaining, predicting, and managing human behaviour.= 2.5</p>	
<p>Graduate Attribute 2: Research methods in psychology Understands the principles of scientific method and is able to apply and evaluate basic research methods in psychology. A2.1 Demonstrates the capacity to design, conduct, interpret and communicate research that addresses psychological questions across a variety of domains, including being capable of: = A a) framing research questions b) undertaking literature searches c) critically analysing theoretical and empirical studies d) formulating testable hypotheses e) operationalising variables f) choosing an appropriate methodology for the questions framed g) designing appropriate data collection instruments including questionnaires and surveys as needed h) making valid and reliable measurements i) appropriately analysing data and interpreting results j) deriving theoretical and practical implications k) acknowledging limitations l) suggesting future research m) communicating this research in professional formats A2.2 Demonstrates knowledge and understanding of research ethics.= A A2.3 Describes the key principles underpinning the design, implementation and evaluation of programs of behaviour change. = 2.5</p>	<p>Collaborative research project (Presentation), lectures (Final Exam).</p>
<p>Graduate Attribute 3: Critical and creative thinking skills in psychology Demonstrates the capacity to utilise logic, evidence, and psychological science to evaluate claims about, and solve problems regarding, human behaviour. A3.1 Recognises the major formal and informal fallacies of human reasoning. = A A3.2 Uses logic and evidence to critically evaluate and to develop arguments. = A A3.3 Critically evaluates theoretical and methodological approaches in psychology. = A A3.4 Demonstrates a rigorous and objective attitude in thinking and learning about human behaviour.= A A3.5 Demonstrates creative and pragmatic problem solving = 3</p>	<p>Primarily through the Collaborative research project (Presentation) reflection (Portfolio) and Final examination.</p>
<p>Graduate Attribute 4: Values and ethics in psychology Demonstrates appropriate professional values. A4.1 Demonstrates awareness of diversity in individuals. = A A4.2 Recognises how prejudicial attitudes and behaviours that exist in oneself and in others may lead to discrimination and inequity. = A A4.3 Recognises ethical and moral influences that impact on individuals in a globalized society. = 2.5 A4.4 Demonstrates knowledge, understanding and application of the code of ethics currently adopted by the PsyBA and the values identified in applicable institutional codes regarding student behaviour (e.g., intellectual integrity).= 2.5</p>	<p>Primarily through lectures/practicals (Final exam), the collaborative research project (Presentation and Peer Rating) and reflection (Portfolio).</p>
<p>Graduate Attribute 5: Communication and interpersonal skills in psychology Demonstrates pre-professional level communication skills. A5.1 Writes effectively in a variety of formats and for a variety of purposes (i.e., standard research reports and research proposals); observes ethics of written communication.= A A5.2 Listens and speaks effectively including: (i) AQF Level 7 Programs: demonstrating effective oral presentation and basic interviewing skills, and the ability to use flexible techniques to communicate sensitively with diverse ethnic and cultural backgrounds; = 2.5 A5.3 Demonstrates interpersonal skills for communicating between individuals including: (j) AQF Level 7 Programs: collaborates effectively in groups to complete projects. = 2.5</p>	<p>Collaborative work, oral and written communication tasks (Collaborative Research Presentation and Peer rating, Portfolio).</p>
<p>Graduate Attribute 6: Learning and the application of psychology Understands and applies psychological principles to personal, social, organisational, technological and global issues. A6.1 Understands the links between basic psychological theories and their application (e.g., capacity to explain psychological phenomena using the concepts, language, findings and major theories of the discipline). = 2.5</p>	<p>Reflection (Portfolio), Collaborative Research Project (Presentation), and Lectures (Final Exam).</p>

<p><i>A6.2 Selects psychological principles that can be applied meaningfully in personal and professional contexts (with reference to ethics, privacy, human rights) and evaluates how well this is done (i.e., outcome evaluation). = 2.5</i></p> <p><i>A6.3 Demonstrates a responsibility and capacity for lifelong independent learning to sustain personal and professional development in the changing world of the science and practice of psychology. = 2.5</i></p>	
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7. Rationale for the Inclusion of Content and Teaching Approach

The integrated acquisition of the graduate capabilities, as partly indicated through assessment of the learning outcomes, comprises 'psychological literacy'. This capstone course offers an opportunity to explicitly integrate material not only within this course but across the whole psychology major (through the use of the Portfolio assessment, in particular).

8. Teaching Strategies

Lectures will be provided by a variety of lecturers, who are specialists in their subject areas. Some will constitute core areas (e.g., research methods, ethics, history) and others will constitute applications of psychological principles to solving particular human problems, or take a more integrative approach across disciplinary boundaries. Please note that this approach *may at first appear fragmentary*—but **your job** is to integrate the new knowledge into your personal “psychology major” schema. Indeed, building this kind of capacity will be useful in your future career.

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 Moodle, but this is not guaranteed. **It is a course requirement that you attend 100% of the 2-hour weekly practical/tutorial classes.** Permission to miss a practical will only be granted in extenuating circumstances and will require documentation (eg medical certificate). Inadequate attendance (less than 100% 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.

Practical Participation: Practical sessions will involve interactive activities that will extend lectures and assist in the development of learning outcomes, and 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 critical. Material relevant to the 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 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.

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 collaborative work, data-gathering exercises, and the normal study time necessary to adequately complete assignments and examination study. **Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation, collaborative work, or assessments.** Remember, the semester times are quite short (final examinations will be upon you before you know it), so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

9. Course Schedule				
Week General Topic	Lecture 1 Wed 9-10am MAT A	Lecture 2 Friday 9-10am Science Theatre	Practicals	Assessments; Additional Tasks (including Online Tasks); Notes
1 Intro to course; Health	25/7 Jacky Cranney Introduction	27/7 (JC host) Katrina Prior Drug and Alcohol	No practicals	Collaborative topic choice <u>due</u> by 12pm Friday.
2 Career Development Learning	1/8 Leigh Mellish Careers I	3/8 Leigh Mellish Careers II --(bring CV)	Introduction Intro to Collaborative Research Assignment; Intro to Portfolio	Bring your current CV to the Friday lecture.
3 Career Development Learning	8/8 Mahreen Khan Interviewing and Interpersonal Skills	10/8 Mahreen Khan Team Work: Negotiation, and Leadership	Collaborative Work Collaborative work on Collaborative Assignment Part A	<i>Listen to as many of the online lectures/videos* as possible <u>before</u> Week 5: See Moodle</i>
4 Health and Careers	15/8 Angela Nickerson Refugee mental health	17/8 (JC host) Fiona Shand Black Dog Institute	Careers workshops (run by Careers)	
5 Exam + Research Applications	22/8 **Mid Semester Exam; & Luke Vu & Jacky Cranney Self-management for personal & career success	24/8 Ben Newell Psychology and Climate Change	Collaborative Work Collaborative work on research design	**Mid Semester Exam in Wednesday Lecture .
6 Research Skills	29/8 Ben Newell Research Methods	31/8 Ben Newell Research Methods	**Collaborative Research Assignment Part A Presentations & Peer Review Further Collaborative work on design.	**Collaborative Research Assignment Part A Presentations during practicals. Team ratings 1 <u>due</u> by end of practical class.
7 Ethics	5/9 Nick Levy Ethics 1	7/9 Nick Levy Ethics 2	No practicals: Collaborative work	Return of mid-semester exam marks.
8 Careers & Communication	12/9 Jacky Cranney Self- management	14/9 Ewa Siedlecka Oral Communication	Ethics	Return of Collaborative Research Assignment Part A marks.
9 History	19/9 Branka Spehar History 1	21/9 Branka Spehar History 2	Collaborative Work <u>Last</u> date for tutor sign-off on design.	
MIDSEMESTER BREAK				
10 Research Applications	3/10 No lecture	5/10 No lecture	No practicals: Collaborative work	
11 No lectures*	10/10 No lecture	12/10 No lecture	**Collaborative Research Assignment Part B presentations	**Collaborative Research Assignment Part B Presentations during practicals; Team ratings 2 <u>due</u> by 11pm on day of practical class.
12 No lectures*	17/10 No lecture	19/10 No lecture	No practicals	
13	24/10 No lecture	26/10 No lecture	No practicals	Portfolio Submission <u>due</u> via Turnitin, by 4pm on Monday 22/10. Return of Collaborative Assignment B marks.
14 & Exam Period				Return of marks for Portfolio. FINAL EXAM.

Recorded lectures/videos replace lectures in Weeks 11 and 12.

10. ASSESSMENTS Assessment Task	Weight	Learning Outcome s Assessed	Date of		Feedback		
			Release	Submission	Who	When	How
Mid-semester Examination MCQ on material in first 3 weeks of lectures	10%	1.1, 1.2, 1.3, 1.4, 1.5	Week 5, during lecture period Wednesday	Week 5, during lecture period Wednesday	JC	Week 7	Moodle
Collaborative Research Assignment Part A Designed to: (1) familiarise you with the process of designing research in applied settings, (2) familiarise you with a particular reporting style and help you acquire the basics of effective and efficient scientific communication, (3) emphasise the development of your information literacy skills, as well as promoting critical thinking, and (4) provide you with a supported collaborative learning experience. <i>Part A</i> is designed to get you started thinking about your target population for Part B; you will also peer review other groups. See Assignment Handout.	5%	1.2, 2.1, 3.1, 5.1, 5.2	Week 1	Week 6 Practicals	Tutor	Week 8	Moodle
Collaborative Research Assignment Part B Throughout the semester you will collaborate as a group to examine an intervention to address a specific psychological issue. You will propose to test your hypothesis by investigating the needs of the target population, developing an intervention, and a means for evaluating the effectiveness of the intervention. Each group will present their research proposal to the class (for which it is expected that all group members will receive the same mark). Peer evaluation of your group members' contributions will be used to moderate individual marks for this assignment. See Assignment Handout for more detail.	15%	1.2, 2.1, 3.1, 5.1, 5.2	Week 1	Week 11 Practicals	Tutor	Week 13	Moodle
Career Development Portfolio You will be asked to: <ul style="list-style-type: none"> • identify a desired career pathway • create a LinkedIn draft profile • identify a person in a career position to which you aspire • conduct an informational interview with that person • write a job advertisement for that person's position • write a CV, cover letter, and interview preparation notes to apply for that job See Assignment Handout for more detail.	20%	1.1, 5.1, 6.1, 6.2	Week 1	Monday Week 13, 22/10/18 4pm	Tutor	During Exam Period	Moodle, Turnitin
Final Examination	50%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.2, 3.1, 4.1, 6.2	Final exam period	Final exam period			

Please see the School of Psychology Student Guide regarding general administrative matters, particularly regarding all assessment procedures.

****Note that you will be expected to meet with your group members outside practical and lecture times to accomplish the Collaborative Research Assignment requirements.**

11. Expected Resources for Students	
TEXTBOOKS	There is no specific textbook for this course; most core readings will be provided on the LMS. <i>Recommended reading:</i> Morris et al. (2018). The Rubber Brain. Australian Academic Press.
REQUIRED READINGS	Required readings/citations will be made available on Moodle. The readings will include classic and cutting-edge articles and chapters in the areas.
RECOMMENDED INTERNET SITES	https://student.unsw.edu.au/login (course website) https://student.unsw.edu.au/psychological-literacy

12. Course Evaluation & Development
Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's myExperience digital survey.

13. Plagiarism & Academic Integrity
<p>What is plagiarism?</p> <p>Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.</p> <p>UNSW groups plagiarism into the following categories:</p> <ul style="list-style-type: none"> • Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit. • Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together. • Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work. • Duplication: submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university. <p>Where can I find out more information?</p> <p>In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:</p> <ul style="list-style-type: none"> • How can the Learning Centre help me? The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: http://www.lc.unsw.edu.au/academic-integrity-plagiarism. They also hold workshops and can help students one-on-one. • How can Elise help me? ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: http://subjectguides.library.unsw.edu.au/elise.

- **What is Turnitin?**

Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: <https://teaching.unsw.edu.au/elearning>.

What if plagiarism is found in my work?

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

<https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

Examples of plagiarism**Using the internet appropriately**

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

Working together on a math assignment

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this led to some student failing the assessment.

No referencing in an assessment

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

Copying design work

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

Further information and assistance

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

UNSW Learning Centre

Lower Ground Floor, North Wing, Chancellery Building
(C22 Kensington Campus – near Student Central)

<http://www.lc.unsw.edu.au/>

Phone: 9385 2060

Email: learningcentre@unsw.edu.au

Opening Hours:

Monday to Thursday: 9am - 5pm and

Friday: 9am - 2.30pm

UNSW Art & Design Learning Centre

G Block, Room G112

Phone: 9385 0739

<https://www.artdesign.unsw.edu.au/current-students/student-services/learning-centre>

14. Administrative Matters

The *School of Psychology Student Guide*, available on <http://www.psy.unsw.edu.au/current-students/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 in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.