



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

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Science

Faculty of Science  
School of Psychology

**PSYC1021**  
**Introduction to Psychological Applications**

Semester 1, 2015

Information about the Course			
<b>FACULTY</b>	Science		
<b>SCHOOL OR DEPARTMENT</b>	Psychology		
<b>COURSE CODE</b>	PSYC1021		
<b>COURSE NAME</b>	Introduction to Psychological Applications		
<b>SEMESTER</b>	Semester 1	<b>YEAR</b>	2015
<b>UNITS OF CREDIT</b>	6	<b>LEVEL OF COURSE</b>	1
<b>ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES</b>	PSYC1021 is restricted to students currently enrolled in program 3432 (Bachelor of Psychology) and for selected Psychological Science students.		
<b>SUMMARY OF THE COURSE</b>	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 <i>psychological literacy</i> , 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.		

Staff Contact Details				
Questions about any aspect of the administration of the course should be directed to the course coordinator, preferably by email.				
COURSE COORDINATORS, LECTURERS AND TUTORS				
Name	Phone	Email	Office	Contact & Availability
A/Prof Jacquelyn Cranney (JC)	9385-3527	<a href="mailto:j.cranney@unsw.edu.au">j.cranney@unsw.edu.au</a>	Mathews 911	By appointment
Dr. Sue Morris (SM)	9385-3527	<a href="mailto:s.morris@unsw.edu.au">s.morris@unsw.edu.au</a>	Mathews 911	Wednesday 10-11am or by appointment
ADDITIONAL LECTURERS				
Name	Phone	Email	Office	Contact Time & Availability
Careers Lecturer	9385 5429	<a href="mailto:careers@unsw.edu.au">careers@unsw.edu.au</a>	Careers and Employment	Email for availabilities
Dr Melissa Onden Lim (MOL)		<a href="mailto:melissao@unswalumni.com">melissao@unswalumni.com</a>		Email for availabilities
Dr Michael Young (MY)	9385-3038	<a href="mailto:michael.young@unsw.edu.au">michael.young@unsw.edu.au</a>	Mathews 1005	Email for availabilities
Dr Richard Kemp (RK)	9385 1401	<a href="mailto:richard.kemp@unsw.edu.au">richard.kemp@unsw.edu.au</a>	Mathews 441	Email for availabilities

Course Timetable				
Component	Instructor	Day	Time	Location
Lecture	Various	Tuesday	11am-12pm	CLB 3
		AND Wednesday	9-10 am	CLB 1
Practical	Dr Sue Morris	Tuesday	9-11am	MAT 1616 (except weeks 6 & 7)
		OR Wednesday	11am-1pm	MAT 1616

### Lectures and practical classes

Topic	Lectures	Practicals
Research and communication	Jacquelyn Cranney (JC)	Sue Morris (SM)
Careers in psychology	Careers' Staff	Careers' Staff
Psychology in forensic context	Richard Kemp (RK)	
Psychology in organisations	Michael Young (MY)	
Psychology in clinical context	Melissa Onden Lim (MO)	
Critical and creative thinking in psychology; adaptive cognition	Jacquelyn Cranney (JC)	Sue Morris (SM)

## Aims and Learning Outcomes of the Course

The content of this course is structured around the graduate attributes associated with the scientist-practitioner model, which is the basis for the training of psychologists in Australia and internationally.

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

- Articulate and apply the key features of undertaking research within psychology;
- Individually and collaboratively apply skills of analytical, critical and creative thinking;
- Identify ill-defined issues of social significance;
- Design scientifically meaningful research;
- Demonstrate effective oral communication skills;
- Apply the skills involved in identifying, documenting, and reflecting upon career- relevant achievements in relation to graduate and professional attributes;
- Apply the skills involved in quality resume preparation and job application;
- Differentiate the areas and key issues in professional psychology, especially within the forensic, organisational, and clinical psychology contexts.

## School of Psychology Graduate Attributes\*

Level of Focus: 0 = No focus; 1 = Minimal; 2 = Moderate; 3 = Major The integrated acquisition of the graduate attributes, as partly indicated through assessment of the learning outcomes, comprises "psychological literacy".	<b>Learning and Teaching Activities (and Assessments)</b>
<b>1. Knowledge and understanding</b> <i>This course is not focussed so much on content as on the skills and dispositions inherent in an undergraduate psychology education.</i>	
<b>2. Research methods in psychology</b> 2.1 Describe the basic characteristics of the science of psychology = 2 2.2 Describe, apply and evaluate the different research methods used by psychologists = 1 2.3 Demonstrate practical skills in psychological research = 3. 2.4 Describe and evaluate questionnaire construction, implementation and interpretation = 0. 2.5 Describe the key principles for designing, implementing and evaluating programs of behaviour change = 0. 2.6 Locate, evaluate and use information appropriately in the research process = 2.	<i>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</i>

\* The Graduate Attributes of the Australian Undergraduate Psychology Program was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education, and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

<p>2.7 Use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs = 2</p> <p>2.8 Design 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 = 3.</p>	<p><i>examination, but also in journal entries.</i></p>
<p><b>3. Critical thinking skills</b></p> <p>3.1 Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes = 3.</p> <p>3.2 Question claims that arise from myth, stereotype, pseudo-science or untested assumptions = 3.</p> <p>3.3 Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement = 2.</p> <p>3.4 Evaluate the quality of information, including differentiating empirical evidence from speculation = 2.</p> <p>3.5 Identify and evaluate the source and context of behaviour =1.</p> <p>3.6 Recognise and defend against the major fallacies of human thinking = 3</p> <p>3.7 Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals = 1.</p> <p>3.8 Demonstrate creative and pragmatic problem solving = 2.</p>	<p><i>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</i></p>
<p><b>4. Values; research and professional ethics</b></p> <p>4.1 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) = 2.</p> <p>4.2 Recognise the limitations of one's psychological knowledge and skills, and value life-long learning = 1.</p> <p>4.3 Display high standards of personal and professional integrity in relationships with others = 1.</p> <p>4.4 Exhibit a scientific attitude in critically thinking about, and learning about, human behaviour, and in creative and pragmatic problem solving = 2.</p> <p>4.5 Promote evidence-based approaches to understanding and changing human behaviour = 1.</p>	<p><i>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.</i></p>
<p><b>5. Communication skills</b></p> <p>5.1 Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes = 3.</p> <p>5.2 Write effectively in a variety of formats and for a variety of purposes (e.g., informing, arguing) = 2.</p> <p>5.3 Demonstrate effective interpersonal communication skills including the abilities to: listen accurately and actively; use psychological concepts and theories to understand interactions with others; identify the impact or potential impact of one's behaviour on others; provide constructive feedback to others; adopt flexible techniques to communicate sensitively and effectively with diverse ethnic and cultural partners, including in the context of team-work = 2.</p> <p>5.4 Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically = 3.</p>	<p><i>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.</i></p>
<p><b>6. Learning and application of psychology</b></p> <p>6.1 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) = 1.</p> <p>6.2 Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society = 1</p> <p>6.3 Reflect on one's experiences and learn from them in order to identify and articulate one's personal, sociocultural, and professional values; demonstrate insightful awareness of one's feelings, motives, and attitudes based on psychological principles = 2</p> <p>6.4 Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology = 2</p>	<p><i>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.</i></p>

**Rationale for the Inclusion of Content and Teaching Approach**

The integrated acquisition of the graduate attributes, as partly indicated through assessment of the learning outcomes, comprises “psychological literacy”. This, as well as PSYC1011 and PSYC1011, is the beginning of that journey, with an emphasis on learning and applying psychological principles to “self-management” knowledge, skills and attitudes (KSAs) that should be useful in your university studies and beyond. By the time you reach third year, there will 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

## Teaching Strategies

This course involves 2 hours of lectures per week, as well as a 2 hour practical class

**Practical Participation:** Practicals are an essential and compulsory part of this course, and will involve interactive activities that build on the preparatory material, and assist in the development of learning outcomes. To benefit from and to contribute to practicals, preparation and completion of all preparatory work is required. 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 switch or change practical classes once allocations are finalised.

Practical session attendance. Attendance will be recorded at the beginning of every practical. Late-comers may be asked to leave, and all absences will be recorded.

Missing practicals. Inadequate attendance (less than 80% of all practicals) 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. Please contact Dr Morris as soon as possible if this is the case.

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, pre- and post-practical preparation requirements outside class-time group 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, group 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.

## Practical Guide and Assessments

Week	<b>Lecture 1</b> Tuesday 11am-12pm (CLB3)	<b>Lecture 2</b> Wed 9-10am (CLB1)	<b>Practicals</b> Tue 9-11 (Mat1616); Wed 11-1 (Mat 1616)	<b>Assessment Tasks</b>
1	3/3 <b>JC</b> Intro to course	4/3 <b>JC</b> Stanovich 1-4	<b>No practicals</b>	Career Assignment handed out
2	10/3 <b>JC</b> Stanovich <b>Quiz 1</b> ; Stanovich 5-8	11/3 <b>JC</b> Research/Careers 1	<b>SM</b> Intro to group work Intro to research	Group Assignment 1 handed out <b>*Career Assignment</b> due 12/3, 4pm <b>*Stanovich Quiz</b> in lecture
3	17/3 <b>JC</b> Stanovich <b>Quiz 2</b> ; Stanovich 9-12	18/3 <b>JC</b> Research/Careers 2	<b>SM</b> Critical & Creative thinking (CCT); group	<b>*Stanovich Quiz(zes)</b> in lecture(s)
4	24/3 <b>RK</b> Forensic Psych 1	25/3 <b>RK</b> Forensic Psych 2	<b>SM</b> CCT; group work	<b>*Stanovich Quiz</b> in lecture or practicals <b>*Group Assignment 1</b> due Group Assignment 2 handed out <b>*Journal 1. Due 29/3 11pm</b>
5	31/3 <b>MY</b> Organisational psych 1	1/4 <b>MY</b> Organisational psych 2	<b>SM</b> CCT; group work	
Mid semester break 3/4-12/4				
6	14/4 Careers 1	15/4 Careers 2	<b>SM</b> Oral communication; group work <b>Tuesday tutorial in MAT306</b>	
7	21/4 <b>MO</b> Clinical psych 1	22/4 <b>MO</b> Clinical psych 2	Careers <b>Tuesday tutorial in MAT306</b>	<b>*Journal 2. Due 26/4, 11pm</b>
8	28/4 <b>JC</b> CCT 1	29/4 <b>JC</b> CCT 2	<b>JC</b> Study design & method due; CCT	
9	5/5 <b>JC</b> CCT 3	6/5 <b>JC</b> CCT 4	<b>No practicals</b> --Solo group data collection	
10	12/5 <b>JC</b> CCT 5	13/5 <b>SM</b> Oral Communication Skills	<b>SM</b> Data interpretation	
11	19/5 <b>JC</b> AC 1	20/5 <b>JC</b> AC 2	<b>No practicals</b> – preparation for Oral presentation	
12	26/5 <b>JC</b> AC3	27/5 <b>JC</b> Review, Feedback and evaluation	<b>SM &amp; JC</b> Oral presentations	<b>*Journal 3. Due 31/5, 11pm</b>
13	2/6 NO LECTURE	3/6 NO LECTURE	NO CLASSES	<b>*Journal 4 (Final).</b> Due Monday 8/6 (Stuvac), 11pm

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. 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. Practical will involve interactive activities that will extend lectures and assist in the development of learning outcomes.

## 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 1-3 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.

In this course there will, on occasion, be the opportunity to receive bonus marks.

Assessment category	% marks	Week due
<b>1. Research and communication</b>	(30)	
- Group Assignment 1: Article Deconstruct:	5	4
- Group Assignment 2: Research project and Oral presentation	25	12
<b>2. Thinking like a psychologist</b>	(25)	
- Careers Assignment	2	2
- Journals	13	4, 7, 12, 14
- Class participation	10	
<b>3. Formal examinations</b>	(45)	
- Critical and creative thinking in-class quizzes	6	2-3
- Final exam	39	Final exam period
<b>TOTAL</b>	<b>100</b>	

### 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 5 Practical.

##### Group Assignment 2 (25%):

**The field-study presentation in Week 12 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 12, 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 (13%):

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 or practical periods in Weeks 2-4 (check updates on Moodle).

### The Final exam (39%):

This will cover lecture and practical material and assigned readings. The 2-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.

Please see GA/SLO table regarding which Assessment items assess which GA/SLO.

NB Bonus marks will be offered at the discretion of the Course Co-ordinators, making it possible in theory to achieve a score in excess of 100%.

### Assessment details:

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

## Expected Resources for Students

<b>TEXTBOOKS</b>	Prescribed text: Stanovich, K. (2010). <u>How to think straight about psychology</u> . 10 <sup>th</sup> Edition. Pearson Education Inc.
<b>RECOMMENDED INTERNET SITES</b>	<a href="http://moodle.telt.unsw.edu.au/login/">http://moodle.telt.unsw.edu.au/login/</a> (course website). This contains lecture and practical handouts, assessments, and any updated information. You are expected to check this regularly. <a href="https://student.unsw.edu.au/psychological-literacy">https://student.unsw.edu.au/psychological-literacy</a>

## Course Evaluation & Development

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.

## Plagiarism & Academic Integrity

### What is plagiarism?

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.

UNSW groups plagiarism into the following categories:

- **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.

### Where can I find out more information?

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:

- **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: <https://my.unsw.edu.au/student/atoz/Plagiarism.html>. 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/aboutelise>

- **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://student.unsw.edu.au/turnitin-support>.

**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

<http://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 maths 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)

[www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

**Phone:** 9385 2060

**Email:** [learningcentre@unsw.edu.au](mailto:learningcentre@unsw.edu.au)

**Opening Hours:**

Monday to Thursday: 9am - 5pm and Friday: 9am - 2.30pm

**COFA Campus Learning Centre**

**Email:** [cofalearningcentre@unsw.edu.au](mailto:cofalearningcentre@unsw.edu.au)

**Phone:** 9385 0739

## Administrative Matters

The *School of Psychology Student Guide*, available on [http://www.psy.unsw.edu.au/sites/all/files/page\\_file\\_attachment/2015%20S1%20Psychology%20Student%20Guide%20-%202020150217.pdf](http://www.psy.unsw.edu.au/sites/all/files/page_file_attachment/2015%20S1%20Psychology%20Student%20Guide%20-%202020150217.pdf), 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
- Occupational Health & Safety.

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

**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, and/or with an Educational Liaison Co-ordinator in the Student Equity and Disabilities Unit (9385-4734; [seadu@unsw.edu.au](mailto:seadu@unsw.edu.au); [www.studentequity.unsw.edu.au](http://www.studentequity.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.

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.