



Course Outline

PSYC1001

Psychology 1A

School of Psychology

Faculty of Science

T1, 2022

1. Staff

| Position | Name | Email | In person consultation times | Office |
|-----------------|----------------|----------------------------------------------------------------------|------------------------------|--------|
| Course Convenor | Dr David White | david.white@unsw.edu.au | | |

2. Course information

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|-------------------------------|------------------------------------|
| Units of credit: | 6 |
| Pre-requisite(s): | None |
| Teaching times and locations: | PSYC1001 Timetable |

2.1 Course summary

This course introduces the key concepts, theories and methods which underpin psychology as a science. It begins by reviewing historical and scientific foundations for the study of human behaviour. It then presents a series of key research topics in psychology, including: development, social, emotional and cultural influences on behaviour, theories of personality and application of psychology to health and wellbeing. Students 1 72.0 concepts

2.4 Relationship between course and program learning outcomes and assessments

| Program Learning Outcomes | | | | | | | Assessment |
|---------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-----------------------------|----------------------|----------------------------------------------|----------------|---------------------------------------------------------------------------------------------------|
| CLO | 1. Knowledge | 2. Research Methods | 3. Critical Thinking Skills | 4. Values and Ethics | 5. Communication, Interpersonal and Teamwork | 6. Application | |
| 1. | Lectures, tutorials, online activities textbook, quizzes | Lectures, tutorials, online activities textbook, quizzes | | | | | Psychological Research in Action Assessment, Exam Building a Research Rationale Assessment |

Psychology 1A: Course timetable – Term 1 2022

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy. Assessment is continuous throughout term, with assessment components due according to the following schedule:

| Assessment task | Length | Weight | Mark | Due date |
|-------------------------------------------------------|------------|----------|------|----------|
| Assessment 1: Psychological Research in Action | | | | |
| <u>Part A</u> : SONA Research Participation | N/A | 4% | /4 | Week 10 |
| <u>Part B</u> : Research Discussion | Varied | 4% | /4 | Week 5 |
| Assessment 2: Building a Research Rationale | | | | |
| <u>Part A</u> : Research Skills Modules | Varied | 3% | | |
| <u>Part B</u> : Research Summary Task | 250 words | 7BT/F1 9 | | |
| Part C: Research Proposal | 1000 Words | | | |

Why is this assessment important?

Participating in on-going research allows you to learnn-Use

(equivalent to 1 hour participation time).

Completion of any or all of the prescreening surveys is entirely optional, and declining prescreening surveys will not jeopardise your relationship with the School of Psychology or UNSW. If you initially decline to take the prescreening survey, you will be able to access it later. Whether or not you take the prescreening survey, you will still be able to sign up for many SONA studies.

What else should I know?

Research Ethics: Every researcher is under the general supervision of an Ethics committee and is required to satisfy certain conditions that ensure ethical practice during an experiment.

Deception: Usually the initial description of the study will be accurate. However, on occasion the researcher may find it necessary to mislead you as to the true purpose of the study, in which case the researcher may simply omit important information, or the researcher may actually misrepresent the true nature of the study. These types of deception will only occur when there is no other way to obtain meaningful data. All elements of deception will have been approved by the applicable ethics committee. At the end of a study involving deception, the researcher is obliged to describe the deception and to explain why it was necessary.

Confidentiality:

specifically identifies you with the data you provided. Although data collected from you may be reported on an individual or group basis in a publication, you can assume anonymity and confidentiality.

Complaints: If you have any complaints, you can obtain a Research Participation Complaint Form from the Psychology Office (Mathews Level 15, email: psychology@unsw.edu.au). Your comments will be forwarded to the course coordinator and will remain completely confidential. Alternatively, you may contact the course coordinator directly if you wish.

Alternative Assignment: If you have an objection to participating in any research, *you should talk to the Course Coordinator by the end of Week 3*. The Course Coordinator will arrange an alternative assignment for you to complete in order to obtain the compulsory research participation marks (4%).

Assessment 1 Part B: Research Discussion (4%)

The Research Discussion task aims to get you thinking about designing and justifying psychological research, which in turn will prepare you for the Building a Research Rationale assessment.

For this task, you will be required to attend your scheduled tutorial in Week 5, and to discuss a research study design, with reference to your SONA research participation experience (you will be given detailed instructions by your tutor). You will be eligible for up to 4% course credit for participating in and contributing to the tutorial, based on peer evaluation, and contingent on submitting your own peer feedback.

Further instructions for the task will be made available on Moodle in Week 1.

Assessment 2: Building a Research Rationale (50%)

The Building a Research Rationale assessment consists of 3 parts. Part A: Research Skills Modules (3%); Part B: Research Summary Task (7%) and Part C: Research Proposal (40%). The assessment is structured so that earlier parts develop the skills required in later parts.

Assessment 2 Part A: Research Skills Modules (3%)

This section requires completion 3 online interactive modules: 1) Academic Integrity and APA referencing 2) Writing in Psychology and 3) Psychology in the Media.

Together, the modules develop your understanding of academic integrity, information literacy, critical thinking, and written communication skills, all of which are necessary to successfully complete Parts B

and C (below). All modules will be available on Moodle from Week 1. You must complete all 3 modules to be awarded the 3% credit. It is your responsibility to ensure that each module is recorded as complete on Moodle.

Assessment 2 Part B: Research Summary Task (7%)

In this task you will conduct a targeted information search to locate an academic article, which reports an original psychological research finding. This article will relate to the same topic as the Research Proposal (below). You will write a 250-word summary of this article, communicating key information regarding the research question, methods and results. You will also critically evaluate the research, by considering its limitations, and ways in which these limitations might be addressed.

Assessment 2 Part C: Research Proposal (40%)

Your final submission for this assessment is worth 40% course credit. To support you in producing a high quality final version we strongly encourage you to submit a draft of your assessment for feedback via the Smarthinking submission link (see Smarthinking section on course Moodle page).

The Research Proposal task asks you to present a short, coherent literature review and develop a rationale for future original research. You will research the theoretical background to a provided topic area and write a short literature review based on your reading of a few papers. You will then be required to build a convincing and logical rationale for further experimentation. You need to think carefully and creatively about the research that has been conducted. What are the remaining questions in this field? What were some of the problems with the previous experiments? How might these questions be answered in a future experiment?

Completing this task will further develop your information literacy skills, as well as your ability to critically evaluate research in terms of the scientific method and research ethics. This task will familiarise you with the first step in the formal reporting style of psychological research, including the basic elements of effective and efficient scientific communication. Writing research reports in any area of science is an essential skill that reflects your ability to synthesise empirical (research-based) material and report your conclusions clearly and concisely. It is an exercise that requires a considerable level of both theoretical and conceptual understanding, critical analysis and creative thinking.

This is an individual (as opposed to a group) task, which means that each student will submit an assignment that they have prepared on their own. This assignment will be released on the Moodle course in Week 2.

Assessment 3: Final Exam (42%)

5.3 Submission of assessment tasks

Detailed submission instructions for each task are provided in the task instructions (on Moodle)

Assessment 1: The research participation will be organised via the SONA system. The discussion task will occur in your scheduled tutorial in Week 5, and the peer evaluation component must be submitted via the link on Moodle.

Assessment 2: The Interactive Modules are completed online via Moodle, The Research Summary Task and the Research Proposal task are submitted via the links on Moodle

Late penalties: deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)).

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

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during

control are eligible for special consideration. Except in unusual circumstances, the duration of

7. Readings and resources

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| Textbook | Bernstein et al. (2020). <i>Psychology: Australia and New Zealand</i> (3rd ed.) Cengage Australia: Melbourne, VIC. |
| Course information | Available on Moodle |
| Required readings | School of Psychology Student Guide (<i>on course Moodle page</i>) |
| Recommended internet sites | UNSW Library Student Support ELISE Turnitin Student Code of Conduct Policy concerning academic honesty Email policy |