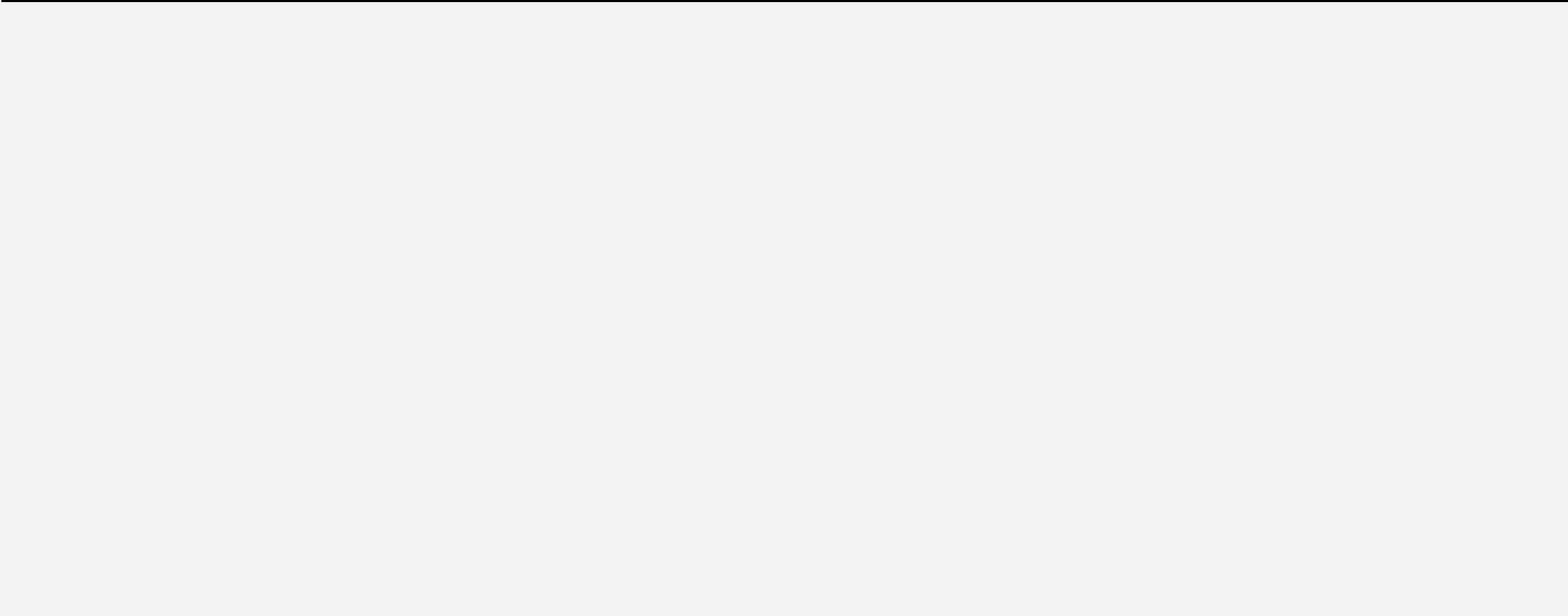
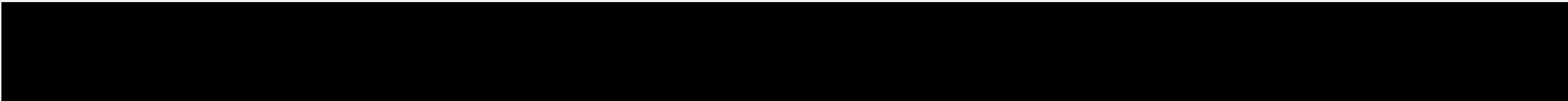
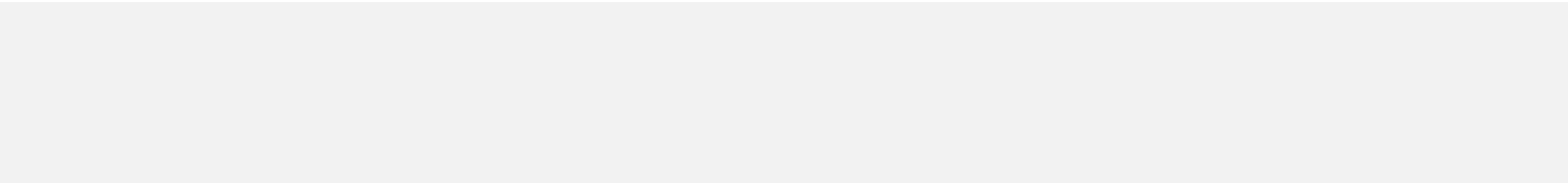


# Course Outline

PSYC3011



engage in career development and to integrate and extend knowledge, such as:	<p>1.3. Psychological practice, research and issues in specific workplaces (exams)</p> <p>1.4. Psychological Science in the public interest (project proposal, exams)</p> <p>1.5. Health &amp; Wellbeing (project proposal, exams)</p>
2. Use advanced research and knowledge skills in Psychology to design and plan the evaluation of a project proposal to address societal issues	2.1. Capacity to design and plan the evaluation of a project proposal to address societal issues (collaborative & individual project proposal; final examination)
3. Demonstrate advanced critical & creative thinking skills in addition to advanced written and oral communication skills, such as:	<p>3.1. Critical and creative thinking regarding research design and program evaluation (collaborative &amp; individual project proposal; portfolio; final examination)</p> <p>3.2. Written communication (portfolio, final exam, slide content for collaborative research presentations)</p> <p>3.3. Oral communication (collaborative research presentations)</p>
4. Demonstrate 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)









26/09/2022 PTSD & Mental  
Health (Live



The aim with each of these core lectures is to introduce you to a topic of psychology that is “in the public interest” and tie it to one of the UN Sustainable Development Goals. To this end, guest lecturers have recorded lectures introducing key papers on topics that are within their areas of expertise. You should watch the lectures in conjunction with reading the papers and attending the live Q&A sessions. The Q&A sessions will be moderated by the course convenor Professor Ben Newell and will give you an opportunity to discuss questions and issues that arise from your reading of the papers and watching of the lectures.

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Prof Ben Newell “Misinformation (and Climate Change)”	Lewandowsky, S. et al (2012). Misinformation and its correction: continued influence and successful debiasing. PSPI, 13, 106-131.	Climate Action/Quality Education
Dr Kate Faasse “Vaccination”	Brewer, N.T. et al. (2018). Increasing Vaccination: Putting Psychological Science into Action. PSPI, 18, 149-207.	Good Health
Prof Angela Nickerson “Disasters and Refugees”	Bonanno, G. et al. (2010). Weighing the costs of disaster: consequences, risks, and resilience in individuals, families, and communities. PSPI, 11, 1-49.	No Poverty
Sci Prof Richard Bryant “PTSD & Mental Health”	Foa, E.B., Gillihan, S.J., & Bryant, R.A. (2013) Challenges and successes in dissemination of evidence-based treatments for posttraumatic st	

Prof Tom Denson

“Gender Norms”

Meeussen et al. (2020). How to foster male engagement in traditionally female communal roles and occupations: insights from research on gender norms and precarious manhood. *Social Issues and Policy Review*, 14, 297-238

Gender Equality/Reduceu

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All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

a) Completion of Online Quizzes for Readings	N/A	10%	/10	Ongoing, Complete by Week 10 Friday 11.59PM

After receiving feedback on your group presentation, you will prepare an individual write-up of your project which is due by the end of Week 8.

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- x Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- x Disability Support Services: <https://student.unsw.edu.au/disability-services>
- x UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>