



Faculty of Science
School of Psychology

PSYC1021
Introduction to Psychological Applications
Semester 1, 2014

Information about the Course

FACULTY	Science		
SCHOOL OR DEPARTMENT	Psychology		
COURSE CODE	PSYC1021		
COURSE NAME	Introduction to Psychological Applications		
SEMESTER	Semester 1	YEAR	2014

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.

2.7 Use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs = 2

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.

***assessed primarily in the
Group Assignments 1
and 2 and in the final***

Rationale for the Inclusion of Content and Teaching Approach



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
---------------------	---------	----------

Thinking Like a Psychologist

Career Assignment (2%):

This CV and job application assignment, due on March 13, 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.

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

Expected Resources for Students	
TEXTBOOKS	Prescribed text: Stanovich, K. (2010). <u>How to think straight about psychology</u> . 10 th Edition. Pearson Education Inc.
RECOMMENDED INTERNET SITES	https://moodle.telt.unsw.edu.au/login/index.php (course website). This contains lecture and practical handouts, assessments, and any updated information. You are expected to check this regularly. www.psychologicalliteracy.com

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

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: <https://my.unsw.edu.au/student/atoz/ELISE.html>.

x **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 (ev-6(t)-n93Se3oad unaaedoiragiarissevistload una616-4(y4(a)-(ed)-99(o)2(r)-16-4(od)-99(o)2)-14(ee(s)4-12(4

Email: 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/quicklink_file_attachment/Psychology_Student_Guide_2013%20.pdf, contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- x Attendance requirements;
- x Assignment submissions and returns;
- x Assessments;
- x Special consideration in the event of illness or misadventure;
- x Student Code of Conduct;
- x Student complaints and grievances;
- x Student Equity and Disability Unit; and
- x 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 Liason Co-ordinator in the Student Equity and Disabilities Unit (9385-4734; seadu@unsw.edu.au; www.studentequity.unsw.edu.au). Issues to be discussed may include access to materials, signers or note-takers, the