Course Outline

PSYC3011

Research and Applications in Psychology

School of Psychology

Faculty of Science

T3, 2020

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1. Staff

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Lecturers (non-psychology)	Dr. Leigh Mellish	leigh.mellish@unsw.edu.au
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2. Course information

Units of credit: 6

Pre-requisite(s):   PSYC2001, PSYC2061, PSYC2071, PSYC2081, PSYC2101

Teaching times and locations: PSYC3011 Timetable

2.1 Course summary

The purpose of this course is to provide a "capstone" experience for students doing a major in psychology. This capstone course offers an opportunity to explicitly integrate material from the entire psychology major.

2.2 Course aims

The primary purpose of this course is to provide a "capstone experience" (capping off and bringing together the various learning experiences from your degree) for students undertaking a major in psychology, regardless of their degree program. Psychology graduate attributes/capabilities 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; psychliteracy.com). 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).

2.3 Course learning outcomes (CLO)

Course Learning Outcomes (and assessment)	
By the end of this course you (the student) will be able to:	
1. Demonstrate the capacity to apply psychological principles in order to engage in career development and to integrate and extend knowledge, such as:	1.1. Psychological principles of career development learning (exams, portfolio) 1.2. Psychology of self-management, teamwork and leadership (exams, project proposal) 1.3. Psychological practice, research and issues in specific workplaces (exams) 1.4. Psychological Science in the public interest (project proposal, exams) 1.5. Health & Wellbeing (project proposal, exams)
2. Demonstrate advanced Research Knowledge & Skills, such as:	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:	3.1. Critical and creative thinking regarding research design and program evaluation (collaborative & individual project proposal; portfolio; final examination) 3.2. Written communication (portfolio, final exam, slide content for collaborative research presentations) 3.3. Oral communication (collaborative research presentations)
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)

2.4 Relationship between course & program learning outcomes, activities and assessments.

CLO	Program Learning Outcomes				Assessment
	1. Knowledge	2. Research Methods	3. Critical Thinking Skills, Communication, Interpersonal and Teamwork	4. Values and Ethics	
1.	Lectures, practicals [final exam, portfolio, collaborative research assignment, quizzes]				Final examination, portfolio, collaborative research assignment, quizzes
2.		Lectures, practicals [collaborative research assignment, final exam, quizzes]			Collaborative research assignment, quizzes, final examination
3.			Lectures, practicals [collaborative research assignment; portfolio; final examination]		Collaborative research assignment; portfolio; final examination
4.				Lectures, practicals [final examination, quizzes]	Final examination, quizzes

3. Strategies and approaches to learning

3.1 Learning and teaching activities

The content of this course will have 4 foci: applied research and evaluation, applied health and wellbeing (AHW), career development learning (CDL) and history and systems. Lectures will be provided by specialists in their subject areas. Some will constitute core areas (e.g., research, ethics, history) and others will cover applications of psychological principles to solving particular problems (applied health and wellbeing), or integrate psychological principles across disciplinary boundaries (e.g., ethics—which is part of career development learning). One of the key overarching goals of this course is for you to understand where and how theoretical concepts from psychology can be applied to issues in society. The core lectures and readings provide information on a range of issues from misinformation, to mental health; from the welfare of refugees, to ways to improve the teaching of reading and 'brain-training'; from general strategies on self-control, to the presentation of evidence in courtrooms. In each case, relevant psychological literature is reviewed and central findings that are "in the public interest" and relevant to societal issues are emphasized. In conjunction with these readings and lectures we have also sought to make connections with United Nations Sustainable Development Goals, in an effort to highlight the broader implications of the research and its potential to tackle these substantive global problems.

All lectures will be digitally recorded and made accessible via Moodle.

Practical Participation: Interactive practicals 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 group assignments will be presented and discussed in practicals. Tutorials will occur either online (via Blackboard Collaborate) or in face-to-face tutorials on campus.

3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide.

Moodle contains lecture and practical materials, assessment materials, and any updated information. You are expected to check Moodle regularly. You are also expected to regularly check your UNSW email.

You are required to attend all lectures and practicals, and to meet all participation and assessment specifications.

It is a course requirement that you attend 100% of the 2-hour weekly practical/tutorial classes to ensure students are consistently working towards achieving the foundational graduate competencies required by the APAC Accreditation Standards. These Accreditation Standards are incorporated in Program and Course Learning Outcomes. Permission to miss a practical will only be granted in extenuating circumstances and will require documentation (e.g., 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.

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. 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 *12 hrs per week on that course*—this includes class-time, pre- and post-practical activities, outside class-time group work, 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 term times are very 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.

The final exam for this course will take place online during UNSW examinations period. Students should not arrange travel during the UNSW exam period until the date of the final exam has been released. Students who arrange travel prior to the release of the final exam date will not be granted consideration in the event they are scheduled to be unable to participate when the final exam is to occur. This is especially important for study abroad students – do not arrange travel home until the final exam date has been released. You also need to be aware of the timing for supplementary examinations (see School of Psychology Student Guide) – only one date will be set for the supplementary examination, and again, prior travel arrangements will not be accepted as an excuse not to sit that examination. Moreover, there is a time-limit on late submission of the Career Development Portfolio, and there are no extensions for group work.

Students registered with Disability Services must contact the course co-ordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

4. Course schedule and structure-

Please note that ALL LECTURES will be available at the start of this course (Week 1). For Week 1 and Week 2 you should watch the lectures indicated in the Table below. This will allow you to prepare for the tutorials in Week 2 and 3. From Week 3 onwards you can *choose when you want to access lectures* (ie. on demand). The topics, lecturers and papers are listed in the second of the two tables below. This freedom of choice allows you to focus early on a topic that you want to pursue for your group proposal (see Assessments). **However, you must watch all the lectures by the end of the term. The content of all lectures is examinable in the final exam.** Each week this course typically consists of 2 hours of lecture material, 0-2 hours of tutorials, and 0-1 hours of online modules. Students are expected to take an additional 6-8 hours each week of self-determined study to complete assessments, readings, and exam preparation.

Week	Lecture topic	Tutorial topics	Online modules	Self-determined activities
Week 1 14/09/2020	History and Systems (Spehar)	Introduction to this course (important info!)		Course readings; tutorial preparation; lecture revision.
Week 2 21/09/2020	Ethics (Siedlecka) CV Writing (Mellish)	Interview Skills		Course readings; tutorial preparation; lecture revision.
Week 3 28/09/2020	Your Choice (On Demand) – see below	Ethics	UN Sustainable Development Goal Moodle Toolkit Activity	Course readings; lecture revision;
Week 4 05/10/2020	Your Choice (On Demand) – see below.	No Tutorial	UN Sustainable Development Goal Moodle Toolkit Activity	Course readings; tutorial preparation; lecture revision.
Week 5 12/10/2020	Your Choice (On Demand) – see below.	Design Thinking (delivered by Michael Crouch Innovation Centre – details to follow)	UN Sustainable Development Goal Moodle Toolkit Activity	Course readings; tutorial preparation; lecture revision;

Week 6 19/10/2020	*Flexibility week*			
Week 7 26/10/2020	Your Choice (On Demand) – see below.	Project Proposal Planning	UN Sustainable Development Goal Moodle Toolkit Activity	Course readings; tutorial preparation; lecture revision.
Week 8 02/11/2020	Your Choice (On Demand) – see below.	Project Proposal Planning	UN Sustainable Development Goal Moodle Toolkit Activity	Course readings; tutorial preparation; lecture revision;
Week 9 9/11/2020	Your Choice (On Demand) – see below.	Group Proposal Presentation	UN Sustainable Development Goal Moodle Toolkit Activity	Course readings; tutorial preparation; lecture revision.
Week 10 16/11/2020	Wrap Up and Revision (Newell)	No Tutorial		Course readings; lecture revision; course revision.
Study period 21/11/2020				Exam preparation.
Exam period 27/11/2020				Exam preparation.

On Demand Lecture Topics (*all readings on Moodle/**see SDG Toolkit on Moodle)

Lecturer & Topic	Assigned Reading*	Primary Sustainable Development Goal**
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 stress: Lessons from prolonged exposure therapy for PTSD. *PSPI, 14,* 65-111.	Good Health
Dr Kate Faasse *"Vaccination"*	Brewer, N.T. et al. (2018). Increasing Vaccination: Putting Psychological Science into Action. *PSPI, 18,* 149-207.	Good Health
A/Prof Mike Le Pelley *"Learning Styles"*	Pashler, H. et al., (2009). Learning Styles: Concepts & Evidence. *PSPI, 9,* 105-119.	Quality Education
Dr Poppy Watson *"Brain Training"*	Simons D.J. et al. (2016). Do Brain Training Programs Work? *PSPI, 17,* 103-186.	Quality Education
Prof Marcus Taft *"Reading Wars"*	Castles, A., Rastle, K. & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition from Novice to Expert. *PSPI, 19,* 5-51.	Quality Education
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
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/Reduced Inequalities

Dr Melanie Gleitzman *"LGBTIQ+ research"*	N/A	Gender Equality
Prof Richard Kemp *"Eyewitness Testimony"*	Wixted, J.T. & Wells, G.L. (2017). The relationship between eyewitness confidence and identification accuracy: A new synthesis. *PSPI, 18,* 10-65.	Justice
A/Prof. Tess Neal (Guest Lecture by lead author) *"Forensic Psych Assessment"*	Neal, T. et al. (2020). Psychological assessments in legal contexts: Are courts keeping "junk science" out of the courtroom? *PSPI, 20,* 135-164.	Justice
Prof Ben Newell *"Self-Control: Failures & Remedies"*	Duckworth, A.L. et al. (2019). Beyond willpower: Strategies for reducing failures of self-control. *PSPI, 19,* 102-129.	Responsible Consumption
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
Prof Ben Newell *"Financial Decision Making and Crises"*	Garling, T. et al. (2009). Psychology, Financial Decision Making and Financial Crises. *PSPI, 14,* 1-47.	Decent Work & Economic Growth

5. Assessment

5.1 Assessment tasks

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

Assessment task	Length	Weight	Mark	Due date
Assessment 1: Career Development Portfolio	~750 words	10%	/10	Week 5 Friday 11.59PM
Assessment 12: Project Proposal (Group Presentation) Project Proposal (Individual Write-Up)	 15 min 1500 words	 15% 25%	 /15 /25	 In tutes (Wk 9) plus slides uploaded by Week 9 Friday 11.59PM Week 10 Friday 11.59PM
Assessment 3: Final exam	2 hr	50%	/50	Exam period

Assessment 1: Career Development Portfolio.
You will be asked to:
- identify a desired career pathway
- write a CV, cover letter, and interview preparation notes to apply for that job

See the assignment handout for more detail.

Assessment 2: Group Presentation and Individual Written Project Proposal.
The aim of this assessment is 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. Throughout the semester your will collaborate as a group to design 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 in Week 9. Normally, 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 the assignment handouts for more detail.

Assessment 4: Final Examination.
This will be held in the final examination period and will be two hours in duration. The exam will be held online via Moodle. The examination will be multiple choice and short essay format. A more detailed guide to content will be provided at the end of the session.

UNSW grading system: https://student.unsw.edu.au/grades

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Written assessments: In accordance with UNSW Assessment Policy written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

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 the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see https://student.unsw.edu.au/special-consideration.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

Supplementary examinations: will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy

5.4 Feedback on assessment.

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Project Proposal Group Presentation	Week 9;	Peers; Tutor	In practical class; Moodle	Peer review form; Moodle Gradebook
Project Proposal Individual write-up	Within 2 weeks after due date	Tutor	TurnItIn/Moodle	TurnItIn
Career Development Portfolio	Within 2 weeks after due date	Tutor	TurnItIn/Moodle	TurnItIn
Final exam	N/A	N/A	N/A	N/A

6. Academic integrity, referencing and plagiarism

The APA (6th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

APA 6th edition.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits**:** honesty, trust, fairness, respect, responsibility and courage.[1] At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site https://student.unsw.edu.au/plagiarism**,** and
- The *ELISE* training site http://subjectguides.library.unsw.edu.au/elise/presenting

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

7. Readings and resources

Textbook	Nil
	Recommended reading: Morris et al. (2018). The Rubber Brain. Australian Academic Press.
Course information	Available on Moodle
Required readings	School of Psychology Student Guide.
Recommended internet sites	UNSW Library
	UNSW Learning centre
	ELISE
	Turnitin
	Student Code of Conduct
	Policy concerning academic honesty
	Email policy
	UNSW Anti-racism policy statement

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[1] International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

	UNSW Equity and Diversity policy statement
	UNSW Equal opportunity in education policy statement

8. Administrative matters

The School of Psychology 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

- Student code of conduct

- Student complaints and grievances

- Disability Services

- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/

- Academic Skills and Support: https://student.unsw.edu.au/academic-skills

- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing

- Disability Support Services: https://student.unsw.edu.au/disability-services

- UNSW IT Service Centre: https://www.it.unsw.edu.au/students/index.html