



UNSW
AUSTRALIA

Science

Faculty of Science
School of Psychology

PSYC3011

Research and Applications in Psychology

Semester 2, 2014

1. Information about the Course			
FACULTY	Science		
SCHOOL OR DEPARTMENT	Psychology		
COURSE CODE	PSYC3011		
COURSE NAME	Research and Applications in Psychology		
SEMESTER	Semester 2	YEAR	2014
UNITS OF CREDIT	6	LEVEL OF COURSE	3
ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	PSYC2001, PSYC2061, PSYC2071, PSYC2081, PSYC2101		
SUMMARY OF THE COURSE	The primary purpose of this course is to provide a capstone experience for students undertaking a major in psychology, regardless of their degree program.		

2. Staff Contact Details (email for availability outside class hours)			
Questions about any aspect of the administration of the course should be directed to the course coordinators, preferably by email.			
COURSE COORDINATORS			
Name	Phone	Email	Office
A/Prof. Jacquelyn Cranney	9385-3527	j.cranney@unsw.edu.au	Mat911
Dr. Sue Morris	9385-3527	s.morris@unsw.edu.au	Mat911
UNSW LECTURERS			
Name	Phone	Email	Office
Dr. Peter Birrell	9385 3020	p.birrell@unsw.edu.au	Mat912
Dr. Lorayne Botwood	9395-3527	l.botwood@unsw.edu.au	Mat911
Eva Chan	9385 5432	e.chan@unsw.edu.au	Careers and Employment
A/Prof. Tom Denson	9385 1305	t.denson@unsw.edu.au	Mat1304
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A/Prof. Ben Newell	9385 1606	ben.newell@unsw.edu.au	Mat712
A/Prof. Branka Spehar	9385 1463	b.spehar@unsw.edu.au	Mat715
ADDITIONAL TUTORS			
Name	Phone	Email	Office
Peter Baldwin	9385 3196	p.baldwin@unsw.edu.au	Mat1302
Mahreen Khan	9385-3527	mahreen.khan@unsw.edu.au	Mat911
Sophia Kwan	9385-3527	Sophia.kwan@unsw.edu.au	Mat718
Leigh Mellish	9385-3527	leigh.mellish@unsw.edu.au	Mat911

3. Course Timetable				
Component	Instructor	Day	Time	Location
Lecture 1	Various	Monday	1-2pm	Mathews B
Lecture 2	Various	Tuesday	1-2pm	Biomed D
Practical	Sue Morris	Monday	9am-11am	Mat113
Practical	Peter Baldwin	Monday	11am-1pm	Mat104
Practical	Mahreen Khan	Tuesday	9-11am	Mat123
Practical	Lorayne Botwood	Tuesday	11am-1pm	Mat107
Practical	Lorayne Botwood	Tuesday	2-4pm	Mat107
Practical	Leigh Mellish	Wednesday	11am-1pm	Mat123
Practical	Leigh Mellish	Wednesday	2-4pm	Mat230
Practical	Peter Baldwin	Thursday	9am-11pm	Mat102
Practical	Sophia Kwan	Friday	11am-1pm	Mat123
<i>NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the School of Psychology and Moodle course sites.</i>				

4. Aims of the Course

The primary purpose of this course is to provide a capstone experience for students undertaking a major in psychology, regardless of their degree program. Psychology graduate attributes should lead to the development of psychological literacy, which is useful for any career destination that involves interacting with other human beings (www.psychologicaliteracy.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).

School of Psychology Graduate Attributes* JC to check levels against portfolio Level of Focus: 0 = No focus; 1 = Minimal/first-year; 2 = Moderate/second-year; 3 = Major/third-year; A = assumed (and not assessed here). The integrated acquisition of the graduate attributes, as partly indicated through assessment of the learning outcomes, comprises “psychological literacy”.	Learning and Teaching Activities (and Assessments)
Graduate Attribute 1: Discipline knowledge and its application Demonstrates a broad and coherent body of knowledge of psychology, with depth in the underlying principles and concepts, and an appreciation of the value of applying this knowledge as the basis for life-long learning. <i>A1.1 Demonstrates an understanding of the history and philosophy of science and psychology = 2.5</i> <i>A1.2 Demonstrates understanding of the major concepts, theoretical perspectives, research methods, empirical findings, and historical trends in the core topics of psychology, including:</i> a) cognition, information processing and language = A b) individual differences in capacity, behaviour and personality, including related systems of testing and assessment = A c) intercultural diversity = A? d) issues for and perspectives of Aboriginal and Torres Strait Islander Peoples = A? e) learning = A f) lifespan developmental psychology = A g) motivation and emotion = A h) neuroscience and biological bases of behaviour = A i) perception = A j) psychological disorders = A k) psychological health and well-being = A l) social psychology = A <i>A1.3 Demonstrates the capacity to apply disciplinary knowledge to explaining, predicting, and managing human behaviour. = 2.5</i>	Some readings, lecture material, practical material (Group Research Project Presentation; Final exam).
Graduate Attribute 2: Research methods in psychology Understands the principles of scientific method and is able to apply and evaluate basic research methods in psychology. <i>A2.1 Demonstrates the capacity to design, conduct, interpret and communicate research that addresses psychological questions across a variety of domains, including being capable of: = A</i> a) framing research questions b) undertaking literature searches c) critically analysing theoretical and empirical studies d) formulating testable hypotheses e) operationalising variables f) choosing an appropriate methodology for the questions framed g) designing appropriate data collection instruments including questionnaires and surveys as needed h) making valid and reliable measurements i) appropriately analysing data and interpreting results	Group Research Project (Presentation), lectures (Final Exam).

* 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). They are currently undergoing review, and this version of the GAs is adapted from http://www.psychologycouncil.org.au/Assets/Files/APAC_Accreditation_Standard_for_Programs_of_Study_in_Psychology_2nd_Consultation_Draft_27_May_2014.pdf

<p>j) deriving theoretical and practical implications k) acknowledging limitations l) suggesting future research m) communicating this research in professional formats A2.2 Demonstrates knowledge and understanding of research ethics. = A A2.3 Describes the key principles underpinning the design, implementation and evaluation of programs of behaviour change. = 2.5</p>	
<p>Graduate Attribute 3: Critical and creative thinking skills in psychology Demonstrates the capacity to utilise logic, evidence, and psychological science to evaluate claims about, and solve problems regarding, human behaviour. A3.1 Recognises the major formal and informal fallacies of human reasoning. = A A3.2 Uses logic and evidence to critically evaluate and to develop arguments. = A A3.3 Critically evaluates theoretical and methodological approaches in psychology. = A A3.4 Demonstrates a rigorous and objective attitude in thinking and learning about human behaviour. = A A3.5 Demonstrates creative and pragmatic problem solving = 3</p>	<p>Primarily through the Group Research Project (Presentation) and reflection (Portfolio).</p>
<p>Graduate Attribute 4: Values and ethics in psychology Demonstrates appropriate professional values. A4.1 Demonstrates awareness of diversity in individuals. = A A4.2 Recognises how prejudicial attitudes and behaviours that exist in oneself and in others may lead to discrimination and inequity. = A A4.3 Recognises ethical and moral influences that impact on individuals in a globalized society. = 2.5 A4.4 Demonstrates knowledge, understanding and application of the code of ethics currently adopted by the PsyBA and the values identified in applicable institutional codes regarding student behaviour (e.g., intellectual integrity). = 2.5</p>	<p>Primarily through lectures/practicals (Final exam), the Group Research Project (Presentation and Peer Rating) and reflection (Portfolio).</p>
<p>Graduate Attribute 5: Communication and interpersonal skills in psychology Demonstrates pre-professional level communication skills. A5.1 Writes effectively in a variety of formats and for a variety of purposes (i.e., standard research reports and research proposals); observes ethics of written communication. = A A5.2 Listens and speaks effectively including: (i) AQF Level 7 Programs: demonstrating effective oral presentation and basic interviewing skills, and the ability to use flexible techniques to communicate sensitively with diverse ethnic and cultural backgrounds; = 2.5 (ii) AQF Level 8 Programs: foundational knowledge and skills in interviewing. = 0 A5.3 Demonstrates interpersonal skills for communicating between individuals including: (i) AQF Level 7 Programs: collaborates effectively in groups to complete projects. = 2.5 (ii) AQF Level 8 Programs: foundational knowledge and skills in basic counselling. = 0</p>	<p>Group work, oral and written communication tasks (Group Research Presentation and Peer rating, Portfolio).</p>
<p>Graduate Attribute 6: Learning and the application of psychology Understands and applies psychological principles to personal, social, organisational, technological and global issues. A6.1 Understands the links between basic psychological theories and their application (e.g., capacity to explain psychological phenomena using the concepts, language, findings and major theories of the discipline). = 2.5 A6.2 Selects psychological principles that can be applied meaningfully in personal and professional contexts (with reference to ethics, privacy, human rights) and evaluates how well this is done (i.e., outcome evaluation). = 2.5 A6.3 Demonstrates a responsibility and capacity for lifelong independent learning to sustain personal and professional development in the changing world of the science and practice of psychology. = 2.5</p>	<p>Reflection (Portfolio), Group Research Project (Presentation), and Lectures (Final Exam).</p>

5. 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 capstone course offers an opportunity to explicitly integrate material not only within this course but across the whole psychology major (through the use of the Portfolio assessment, in particular).

6. Teaching Strategies

Lectures and Practical Classes

Lectures will be provided by a variety of lecturers, who are specialists in their subject areas. Some will constitute core areas (e.g., research methods, ethics, history) and others will constitute applications of psychological principles to solving particular human problems, or take a more integrative approach across disciplinary boundaries. Please note that this

approach *may at first appear fragmentary*—but **your job** is to integrate the new knowledge into your personal “psychology major” schema. Indeed, building this kind of capacity will be useful in your future career.

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. You are also expected to attend **all** of the compulsory 2-hour weekly practical/tutorial classes. Practical classes will involve interactive activities that will extend lectures and assist in the development of learning outcomes.

Practical Participation: Practical classes 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. 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. Those not on the class roll for that practical will be asked to leave, and all absences will be recorded.

Missing practicals. Inadequate attendance (less than 80% 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.

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, outside class-time group work, data-gathering exercises, and the normal study time necessary to adequately complete assignments and examination study. As a candidate in a full-time program, ***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.

7. Lecture and Practical Guide

<i>Week</i> General Topic	<i>Lecture 1</i> Mon 1-2pm <i>Mathews B</i>	<i>Lecture 2</i> Tues 1-2pm <i>Biomed D</i>	<i>Practicals</i> Mon 9, Mon 11, Tue 9, Tue 11, Tue 2, Wed 11, Wed 2, Thu 9	<i>Indicative Assessment Tasks</i>
1 Health I	28/7 Jacquelyn Cranney Intro to course	29/7 Jacquelyn Cranney Health & Wellbeing 1	No practicals	
2 Careers & Employability I	4/8 Eva Chan Careers	5/8 Eva Chan Careers	Introduction Intro to group work; Intro to Portfolio	**Bring your current CV to the Monday lecture; Do Brief Strengths Test (for Wk3 practicals)
3 Careers & Employability II	11/8 Lorayne Botwood Interviewing and Interpersonal Skills	12/8 Lorayne Botwood Team Work: Negotiation, and Leadership	Portfolios and Group Work Group work on GA1&4; Group Assignment	
4 Health II	18/8 Fiona Shand Black Dog Institute (JC host)	19/8 Lexine Stapinski Drug and Alcohol (JC host)	EC/Careers workshops	
5 Health+ III	25/8 Tracey Harkness Disabilities (JC host)	26/8 Peter Severin Corrective Services (JC host)	Interviewing	
6 Research Skills	1/9 Ben Newell Research Methods	2/9 Ben Newell Research Methods	Group Work Group work on research design	Portfolio submission 1 Electronic submission prior to your practical class. Bring hard copy to your practical.
7 Ethics	8/9 Peter Birrell Ethics 1	9/9 Peter Birrell Ethics 2 [Ethics 3 lecture on Moodle]	No practicals: Group work	
8 Health+ IV	15/9 David Said CAPS (JC host)	16/9 Jim Kehoe Defense Forces	Ethics	
9 Research Applications	22/9 Ben Newell Decision making	23/9 Tom Denson Aggression	Effective Oral Presentations & Group Work Team ratings 1; Tutor sign-off on design	
MID	SEMESTER	BREAK		
10 History I	6/10 Labour Day No Lecture	7/10 Branka Spehar History 1	No practicals: Group work	
11 History II	13/10 Branka Spehar History 2	14/10 [No lecture: History & Ethics study]	Research presentations Team ratings 2	Research Presentations
12 Health+ V	20/10 Jacquelyn Cranney Psychological Literacy	21/10 Spehar, Birrell, Cranney Review/Q&A	No tutorials	
13	27/10 No lectures	28/10 No Lectures	No tutorials	Portfolio Submission 2 due. Electronic submission to Turnitin, and hard copy to Psych Office, by 4pm on Monday 27/10.
Exam Period				FINAL EXAM

Assessment Categories and Their Components

There are THREE categories of assessment in this course, as outlined below. Although the **Guide** above may give the impression of heavy assessments, be assured that some aspects—such as the first journal assignments—will *not* take a long time. Moreover, group work should lighten the load! The course is also designed so that it is not overly reliant on your performance in a final exam, but enables you to spread your workload throughout the semester. All assessment components must be completed in order to satisfy the requirements of this course.

In addition to the formal assessments listed below, there may also be occasional **formative assessments** (such as MCQ quizzes) held within lecture and tutorial times. **The marks for these will not be recorded**, however they are designed to provide you with feedback as to your progress in the course.

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

1. PORTFOLIO			
Details	Components	Marks	Week Due
<p>The Portfolio category comprises a Graduate Attribute Log, Values/Strengths Exercises, a CV Exercise, and 2 Journals. The Portfolio has two components each submitted separately, and involves both group and individual exercises.</p> <p><u>GA Log and Values/Strengths Exercises</u> As part of your portfolio, you will be asked to document your acquisition and planned development of Psychology graduate attributes. You will also be asked to reflect on your own strengths and values across different contexts.</p> <p><u>CV Exercise</u> The CV Exercise will involve submitting a CV suited to a particular job advertisement, as well as a LinkedIn entry.</p> <p><u>Journals</u> The Journals will encourage you to reflect upon what you have learned in the lectures, practicals and assessment tasks. Journal 2 is an opportunity for you to reflect on the course, and how your thinking and behaviour may have changed as a result of this course. The emphasis is on application and integration, and requires you to take a meta-cognitive approach to your learning.</p> <p>Please see the Portfolio handout for more details</p>	<p>Portfolio Submission 1 <i>(submit in class and via Turnitin)</i> GA 1 and 4 (group) GA 3 (individual) CV and LinkedIn Journal 1</p> <p>Portfolio Submission 2 <i>(submit to Level 10 office and via Turnitin by 4pm Friday)</i> GA 2, 5 and 6 (individual) Values/Strengths Exercises Journal 2</p>	<p>19%</p> <p>21%</p>	<p>Week 6</p> <p>Week 13</p>
TOTAL MARKS FOR PORTFOLIO		40%	

2. TUTORIAL ENGAGEMENT (INCL. GROUP ASSIGNMENT)

Details	Components	Marks	Week Due
<p>The Tutorial Engagement category comprises a group research assignment that will involve peer evaluation of each group member's contribution, and an individual future research submission.</p> <p>This assessment task will (a) familiarise you with the process of designing 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 information literacy skills, as well as promoting critical thinking, and (d) provide you with a supported collaborative learning experience.</p> <p><u>Group Assignment</u> Throughout the semester you will collaborate as a group to examine an intervention to address a specific psychological issue. You will propose to test your hypothesis by identifying a 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 (for which it is expected that all group members will receive the same mark). 5% of the 20% group mark will be based on peer evaluation of your group members' contributions to the group product and process.</p> <p><u>Individual Future Research Submission</u> An additional individual written component will ask you to elaborate on future research directions.</p>	<p>Group Assignment (delivered in class) <i>Group Presentation (incl. peer evaluation)</i></p> <p>Individual Future Research Submission (submit in class and via Turnitin) <i>Written Individual Submission</i></p>	<p>20%</p> <p>5%</p>	<p>Week 11</p> <p>Week 11</p>
TOTAL MARKS FOR TUTORIAL ENGAGEMENT		25%	

3. FORMAL EXAMINATION

Details	Components	Marks	Week Due
<p>This will be held in the final examination period, and will be two hours in duration. The location will be announced in lectures. 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.</p>	Final Exam	35%	Exam Period
TOTAL MARKS FOR EXAMINATION		35%	

8. Expected Resources for Students

TEXTBOOKS	No required textbook.
REQUIRED READINGS	Required readings/citations include classic and cutting-edge articles and chapters in the relevant areas. Most will be made available on Moodle. Importantly, it is assumed that you will bring a scientific attitude to thinking and learning about the material in this course. Please note that for the first week of lectures, the readings are Cranney & Morris (2011) and Gable & Haidt (2005).
RECOMMENDED INTERNET SITES	https://student.unsw.edu.au/moodle-support www.psychologicaliteracy.com

9. Course Evaluation & Development

Courses are periodically reviewed and students' feedback is used to improve them. 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 reduced the amount of assessment, particularly regarding the Portfolio, as requested by students, and staggered the submission dates). We welcome any feedback that you may have throughout the course, and we thank you for your participation in this process.

10. 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: www.lc.unsw.edu.au/plagiarism. 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://elise.library.unsw.edu.au>.

- **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: <http://telt.unsw.edu.au/turnitin>.

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

www.unsw.edu.au/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 math 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.

UNSW Learning Centre: Opening Hours: Monday to Thursday: 9am - 5pm and Friday: 9am - 2.30pm

Lower Ground Floor, North Wing, Chancellery Building

(C22 Kensington Campus – near Student Central)

www.lc.unsw.edu.au

Phone: 9385 2060

Email: learningcentre@unsw.edu.au

11. Administrative Matters

The *School of Psychology Student Guide*, available on

http://www.psy.unsw.edu.au/sites/all/files/page_file_attachment/Psychology%20Student%20Guide%202014%20S2_0.pdf ,

contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements (although in this course, there is a 100% practical requirement);
- Assignment submissions and returns (note that "Turnitin" may be a necessary procedure for some assignments, and that 2% of the marks will be deducted for each day an assignment is overdue);
- Assessments;
- Special consideration in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit and other support services such as the Learning Centre; and
- Occupational Health & Safety.

- Although UNSW is slowly moving toward standards-based assessment, the School of Psychology currently reserves the right to scale final marks for a course if necessary. This process is intended to maintain consistency in assessment, and to remove any potential effects of differences in marking standards across courses.

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