



**UNSW**  
AUSTRALIA

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Science

Faculty of Science  
School of Psychology

**PSYC1031**  
**Psychological Science of Resilience**  
Semester 2, 2018

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1. Information about the Course			
FACULTY	Science		
SCHOOL/DEPARTMENT	Psychology		
COURSE CODE	PSYC1031		
COURSE NAME	Psychological Science of Resilience		
SEMESTER	Semester 2	YEAR	2018
UNITS OF CREDIT	6	LEVEL OF COURSE	1
SUMMARY OF THE COURSE	This course has flipped classroom (FC) delivery, where instead of attending two lectures, you are expected to <b>undertake a minimum of 2 hrs work prior to each practical</b> , where very experienced lecturer/tutors will engage interactively with you and the material. This course offers an introduction to the scientific research, theory and application concerning “resilience” as a key factor in life and learning success and wellbeing.		

2. Staff Contact Details				
Questions about any aspect of the administration of the course should be directed to the course coordinators, preferably by email.				
Name	Phone	Email	Office	Contact & Availability
<b>COURSE COORDINATOR</b>				
Dr Sue Morris	9385-3527	<a href="mailto:s.morris@unsw.edu.au">s.morris@unsw.edu.au</a>	Mat911	Email for availabilities
<b>ASSOCIATED COURSE STAFF</b>				
A/Prof Jacquelyn Cranney	9385-3527	<a href="mailto:j.cranney@unsw.edu.au">j.cranney@unsw.edu.au</a>	Mat911	Email for availabilities

3. Course Timetable				
Component	Instructor	Day	Time	Location
Practical FC	Sue Morris	Tuesday	10am-12pm	MAT108
Practical FC	Sue Morris	Tuesday	12pm-2pm	MAT102
Practical FC	Sue Morris	Wednesday	12-2pm	MAT102
<i>NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the School of Psychology Website or Moodle course site.</i>				

4. Aims of the Course
The content of this course is structured around the graduate attributes associated with the scientist-practitioner model, which is the basis for the training of psychologists in Australia and internationally. The rationale for this course is that resilience (self-management) skills constitute a type of graduate capability, which should not only help you survive the stressors of university life, but help you thrive in all aspects of your personal and professional lives at university and beyond. This course is designed to enhance your <i>psychological literacy</i> ( <a href="http://www.psychliteracy.com">www.psychliteracy.com</a> ), in particular, the capacity to utilise your psychological knowledge, skills and attitudes about resilience in a constructive manner. In this way, you should be able to use these skills not only to help yourselves but also to respond to others, thus creating a “resilience ripple effect”, and helping to “give psychology away” to society at large.

## 5. Learning Outcomes

On completion of this course you should be able to:

1. Articulate diverse theoretical and experimental approaches to major psychological issues relating to wellbeing, resilience, and student success.
2. Demonstrate knowledge of literature in a chosen topic
3. Apply the key features of undertaking research in psychology: that is, be able to design scientifically meaningful research
4. Individually and collaboratively apply skills of reflective, analytical, critical and creative thinking
5. Demonstrate the capacity for effective oral and written communication
6. Collaborate effectively and in a diversity-sensitive manner in a variety of small group contexts, including group discussions and a group assignment.
7. Apply psychological theories and principles to everyday life, particularly pertaining to wellbeing and resilience.
8. Use information in an ethical manner, ensuring that acknowledgement is given to the ideas and intellectual property of others, through appropriate referencing.

## 6. School of Psychology Graduate Attributes

Level of Focus: 0 = No focus; 1 = Minimal; 2 = Moderate; 3 = Major

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.

*A1.1 Demonstrates an understanding of the history and philosophy of science and psychology = 0.5*

*A1.2 Demonstrates understanding of the major concepts, theoretical perspectives, research methods, empirical findings, and historical trends in the core topics of psychology, including:*

*c) intercultural diversity = 0.5*

*g) motivation and emotion = 0.5*

*k) psychological health and well-being = 2*

*A1.3 Demonstrates the capacity to apply disciplinary knowledge to explaining, predicting, and managing human behaviour = 2*

All: Readings and some of the material in the practicals (Pre-practical activities; Final exam); Self Development Assignment

#### 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.

*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: = 1*

*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; 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. = 1*

*A2.3 Describes the key principles underpinning the design, implementation and evaluation of programs of behaviour change. = 1.5*

All: Readings and some of the material/ activities in the practicals (Pre-practical activities; Final exam); Self-development assignment and Group assignment

#### Graduate Attribute 3: Critical and creative thinking skills in psychology

All: Readings and some

<p>Demonstrates the capacity to utilise logic, evidence, and psychological science to evaluate claims about, and solve problems regarding, human behaviour.</p> <p><i>A3.1 Recognises the major formal and informal fallacies of human reasoning. = 1</i>  <i>A3.2 Uses logic and evidence to critically evaluate and to develop arguments. = 1</i>  <i>A3.3 Critically evaluates theoretical and methodological approaches in psychology. = 1</i>  <i>A3.4 Demonstrates a rigorous and objective attitude in thinking and learning about human behaviour. = 1.5</i>  <i>A3.5 Demonstrates creative and pragmatic problem solving = 1.5</i></p>	<p>of the material/activities in the practicals (All major assessments to some extent, but especially the self-development assignment and group assignment).</p>
<p><b>Graduate Attribute 4: Values and ethics in psychology</b>          Demonstrates appropriate professional values.</p> <p><i>A4.1 Demonstrates awareness of diversity in individuals. = 1</i>  <i>A4.2 Recognises how prejudicial attitudes and behaviours that exist in oneself and in others may lead to discrimination and inequity. = 0.5</i>  <i>A4.3 Recognises ethical and moral influences that impact on individuals in a globalized society. = 0.5</i>  <i>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). = 1</i></p>	<p>Some readings and some of the material/activities in the practicals (Pre-practical activities, self-development assignment, Group assignment).</p>
<p><b>Graduate Attribute 5: Communication and interpersonal skills in psychology</b>          Demonstrates pre-professional level communication skills.</p> <p><i>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. = 1</i>  <i>A5.2 Listens and speaks effectively including:</i>  <i>(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; = 0.5</i>  <i>A5.3 Demonstrates interpersonal skills for communicating between individuals including:</i>  <i>(i) AQF Level 7 Programs: collaborates effectively in groups to complete projects. = 1.5</i></p>	<p>Group work, oral and written communication tasks (self-development assignment, Group Presentation and Peer rating).</p>
<p><b>Graduate Attribute 6: Learning and the application of psychology</b>          Understands and applies psychological principles to personal, social, organisational, technological and global issues.</p> <p><i>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). = 1</i>  <i>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). = 1.5</i>  <i>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. = 1.5</i></p>	<p>Most learning and teaching activities (most assessments).</p>

## 7. 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 is a beginning to that journey, with an emphasis on learning and applying psychological principles to “self-management” knowledge, skills and attitudes (KSAs) that should be useful in your university studies and beyond.

## 8. Teaching Strategies

This course introduces you to the psychological science of resilience and related concepts such as student success and psychological wellbeing. This course involves flipped classroom (**FC**) delivery, where instead of attending two lectures, you are expected to undertake a **minimum of 2 hrs work prior to each practical**, where very experienced lecturer-tutors will engage interactively with you and the material.

### Pre-Practical Activities and Practical Classes

Please see the Schedule below for more details. ***In lieu of lectures, you are expected to undertake a minimum of 2 hours of preparatory work every week in advance of your scheduled practical.*** You will find it difficult to engage successfully in the practical activities if you have not completed the preparatory work.

**Practical Participation:** Practicals are an essential and compulsory part of this course, and will involve interactive activities that build on the preparatory material, and assist in the development of learning outcomes. To benefit from and to contribute to practicals, preparation and completion of all preparatory work is required. Material relevant to the 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. This course requires **100%** practical attendance. Latecomers may be asked to leave, and all absences will be recorded. Attendance at face-to-face practicals and timely completion of online work is essential in accordance with UNSW Assessment Implementation Procedure.

Missing practicals. Inadequate attendance (**less than 100% of all practicals**) 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. Please contact Dr Sue Morris as soon as possible if this is the case.

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, pre- and post-practical activities, outside class-time group work, data-gathering exercises, 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 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.

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.

<b>9. Practical Guide and Assessments</b>		
<i>Week</i>	<i>Practicals</i> <i>Tues 10-12 (MAT108); Tues 12-2 (MAT102);</i> <i>Wed 10-12 (MAT 102)</i>	<i>Assessment Tasks (other than Pre-Practical Activities – see Moodle)</i>
1	24-25/7 <i>Introduction to Wellbeing and SMR</i>	
2	31/7-1/8 <i>Resilience, stressors and strategies</i>	
3	7-8/8 <i>Concepts, Measurement and Psychological Science</i>	Hand out Group Assignment (due in Week 12 prac)
4	14-15/8 <i>Positive psychology</i>	
5	21-22/8 <i>Self-knowledge, Strengths, Goals and Motivation</i>	Hand out Self-Development Assignment (due Week 10 <i>before prac</i> ) Pre-practical submission Total 1
6	28-29/8 <i>Academic Competencies</i>	GROW model due ( <i>bring to prac</i> ) Start SDA implementation
7	4-5/9 <i>Connectedness and interpersonal skills</i>	Week 7 Progress Report due by 11pm <i>Sunday night</i>
8	11-12/9 Tuesday: Group work: No class Wednesday: <i>Emotional Regulation (CBT, ACT, Mindfulness)</i>	Week 8 Progress Report due by 11pm <i>Sunday night</i>
9	18-19/9 Tuesday: <i>Emotional Regulation (CBT, ACT, Mindfulness)</i> Wednesday: Group work: No class	Week 9 Progress Report due by 11pm <i>Sunday night</i>
<b>Mid semester break</b>		
10	2-3/10 <i>Self-Management and Psychological Literacy</i>	Self-Development Assignment due <i>before practical class</i>
11	9-10/10 Group work: No class	Pre-practical Submission Total 2
12	16-17/10 <i>Group Presentations</i>	Group Assignment Due <i>in prac</i>
Exam Period		FINAL EXAM

## Additional Assessment Information

Instead of lectures, this course requires your **active preparation prior to your practical class**. This requirement comprises a significant proportion of your assessment weighting. 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, across both individual and group assessment tasks.

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.

10. Assessment								
Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
<b>1. Practical Work</b>	<b>40</b>	1, 2, 3, 4, 5, 7, 8	1, 2,3,4,5,6					
Pre-practical activities	20			Weekly	Weekly	SM	Weeks 6 & 12	Moodle
Self-Development Assignment	20			Week 5	Week 10	SM	Week 12	Moodle
<b>2. Group Assignment</b>	<b>20</b>	1, 2, 3, 4, 5, 6, 7, 8	1,2,3,4,5,6					
Group Presentation	15			Week 3	Week 12	SM	Week 12	Moodle
Peer review	5			Week 3	Week 12	SM	Week 12	Moodle
<b>3. Final Exam</b>	<b>40</b>	1, 2, 3, 5	1,2,3,4,5,6	Final Exam period		N/A		

NB Bonus marks may be offered at the discretion of the Course Coordinator, making it possible in theory to achieve a score in excess of 100%.

### Assessment details:

#### Practical Work (40%)

Instead of formal lectures, there are a number of tasks associated with the practical classes that you will need to complete in advance of, or during tutorial classes.

**1) Pre-practical Activities (20%)** – for most practical classes, there will be a reading (eg article and/or book chapter) to be completed **prior to the practical class each week**. Your understanding of that reading will usually be assessed by a pre-practical Moodle submission as well as by in-class discussions. You will also be asked to complete a number of short activities, all of which will need to be submitted on Moodle **PRIOR to your practical class**. These might include completing tasks on a website (eg, The Fridge), collecting data (e.g., from yourself), reflections focused on how your thinking and behaviour may have changed as a result of this course, or finding an online resource. While each week you will see a number of tasks to complete, which may look somewhat overwhelming, please keep in mind that often these tasks simply require you to watch a video or do a short activity. You should attempt to complete every task before your practical class each week.

For all pre-practical submissions your work will be marked according to a **'gave it a good go' (GGG) policy**. That is, you will not be graded on each submission (i.e., Pass, Credit etc), but you will only receive the allocated mark by demonstrating that you put reasonable effort into completing the task. Examples of violating the GGG policy include: (a) not following the task instructions (e.g., you were asked to discuss "X" but you discussed something else), (b) not meeting the minimum requirements for the task (e.g., you were asked to give 3 points and you only give 1), and/or (c) not putting in suitable effort (e.g., you were asked to explain something and your answer is only a 4-word sentence). Thus, the **'gave it a good go'** policy is about having a positive approach to doing your work, and following instructions

**On-time completion** of all Pre-practical tasks (according to the GGG policy) will be marked each week. Only submissions received before the practical class will be considered as being on-time. A total of submissions will

be calculated in Weeks 5 and 11, each worth 10%. Failure to submit 80% or more of the tasks before the relevant practical class, by each deadline (Week 5 and 11) will result in a mark of 0 out of 10 for that component. Unless otherwise specified, any GGG-standard task submitted before the relevant practical class will receive full marks; those submitted within 1 week of the practical class receive .5 marks; submissions thereafter receive 0.

### **3) Self-Development Assignment (20%)**

Over 4 weeks, you will be asked to plan goals and strategies to develop one area of competence. You will need to track your progress in achieving these goals, as well as to reflect on the impact that your approach is having. This task will require weekly online submissions, as well as a final written submission in Week 10.

### **Group Assignment (15%+5% peer rating)**

The group presentation in Week 12 will be based on the design of 2 products to enhance the success of first-year students in their transition to UNSW. The emphasis of these products is on encouraging student wellbeing, both self-directed, and assisted by others.

### **Final exam (40%):**

The final exam will be held in the final examination period, and will be two hours in duration. A more detailed guide to content will be provided towards the end of the session. All assigned practical readings are examinable in the final examination.

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

**UNSW assessment policy:** <https://student.unsw.edu.au/assessment>

## **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).

## **Submission of assessment tasks**

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

**Late penalties:** deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)), unless otherwise stated in this outline.

**Special Consideration:** Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Special consideration applications must be submitted to Student Central within 3 working days of the assessment due date along with a physical copy of the 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 (see - <https://student.unsw.edu.au/special-consideration>). In the case of take-home assessment tasks, misadventure must occur for at least 3 consecutive days during the assessment period. If approved, students may be given an extended due date to complete take-home assessments, or an alternative assessment may be set.

**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.

**IMPORTANT! 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 a Disability Adviser in Disability Services (9385-4734; [disabilities@unsw.edu.au](mailto:disabilities@unsw.edu.au); [www.student.unsw.edu.au/disability](http://www.student.unsw.edu.au/disability)) 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.

Please read the Psychology Student Guide (available on Moodle) for more information.

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

<b>11. Expected Resources for Students</b>	
<b>TEXTBOOKS</b>	Morris, S., Cranney, J., Baldwin, P., Mellish, L., & Krochmalik, A. (2018). <i>The Rubber Brain: A toolkit for optimising your study, work, and life!</i> Australian Academic Press.
<b>OTHER REQUIRED READINGS</b>	<a href="#">School of Psychology Student Guide</a> Other required readings will be made available on Moodle. The readings will include classic and cutting-edge articles and chapters in the areas of positive psychology, resilience, and experimental clinical psychology.
<b>RECOMMENDED READINGS</b>	<ul style="list-style-type: none"> <li>▪ Cranney, J., &amp; Morris, S. (2011). Adaptive cognition and psychological literacy. In J. Cranney and D. S. Dunn (Eds.), <i>The psychologically literate citizen: Foundations and global perspectives</i> (pp. 251-268). New York: Oxford University Press.</li> <li>▪ Dweck, C. S. (2012). <i>Mindset: How You Can Fulfil Your Potential</i>. Constable &amp; Robinson Limited.</li> <li>▪ Edelman, S. (2013). <i>Change your thinking</i>. 3<sup>rd</sup> ed. Harper Collins, Sydney</li> <li>▪ Harris, R. (2007). <i>The Happiness Trap</i>. Exsile Publishing, Wollombi, NSW.</li> <li>▪ Stanovich, K. (2010). <i>How to think straight about psychology</i>. 10<sup>th</sup> Edition. Pearson Education Inc.</li> </ul>
<b>RECOMMENDED INTERNET SITES</b>	<a href="https://student.unsw.edu.au/login">https://student.unsw.edu.au/login</a> (course website on Moodle) <a href="http://www.thefridge.org.au/">http://www.thefridge.org.au/</a> <a href="http://www.psychliteracy.com/">http://www.psychliteracy.com/</a> <a href="#">UNSW Library</a> <a href="#">UNSW Learning centre</a> <a href="#">ELISE</a> <a href="#">Turnitin</a> <a href="#">Student Code of Conduct</a> <a href="#">Policy concerning academic honesty</a> <a href="#">Email policy</a> <a href="#">UNSW Anti-racism policy statement</a> <a href="#">UNSW Equity and Diversity policy statement</a> <a href="#">UNSW Equal opportunity in education policy statement</a>

Other than the textbook, all required readings will be provided on Moodle. To prepare you for the psychological science in this course, it is suggested that you (a) read chapter 2 of *The Rubber Brain* textbook, and (b) read Stanovich's "Thinking Straight About Psychology". Importantly, it is assumed that you will bring a scientific attitude to thinking and learning about the material in this course.

<b>12. Course Evaluation &amp; Development</b>
Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's online myExperience survey. We are genuinely <u>very</u> interested in your feedback, as we continually strive to optimise this course. For example, this year we have simplified the slides, streamlined and clarified pre-practical activities, and increased the weighting on the Individual Assignment. We also continue to update the group assignment to make it both relevant and engaging. We welcome any constructive feedback that you may have throughout the course, and we thank you for your participation in this process.

## 13. 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: <http://www.lc.unsw.edu.au/academic-integrity-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://subjectguides.library.unsw.edu.au/elise>.

- **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://teaching.unsw.edu.au/elearning>.

### 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

<https://www.gs.unsw.edu.au/policy/documents/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 lead 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. The Learning Centre at The University of New South Wales has two locations:

#### **UNSW Learning Centre**

Lower Ground Floor, North Wing, Chancellery Building  
(C22 Kensington Campus – near Student Central)

<http://www.lc.unsw.edu.au/>

**Phone:** 9385 2060

**Email:** [learningcentre@unsw.edu.au](mailto:learningcentre@unsw.edu.au)

#### **Opening Hours:**

Monday to Thursday: 9am - 5pm and

Friday: 9am - 2.30pm

#### **UNSW Art & Design Learning Centre**

G Block, Room G112

**Phone:** 9385 0739

<https://www.artdesign.unsw.edu.au/current-students/student-services/learning-centre>

## **14. Administrative Matters**

The *School of Psychology Student Guide*, is available at: <http://www.psy.unsw.edu.au/current-students/student-guide>. This 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 attendance 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*.**

## 15. 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>