



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Science

Faculty of Science
School of Psychology

PSYC3011

Research and Applications in Psychology

Semester 2, 2013

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	2013
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
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. Branka Spehar	9385 1463	b.spehar@unsw.edu.au	Mat715
TUTORS			
Name	Phone	Email	Office
Peter Baldwin	9385 3196	p.baldwin@unsw.edu.au	Mat1302
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Leigh Mellish	9385-3527	l.mellish@unsw.edu.au	Mat911

3. Course Timetable				
Component	Instructor	Day	Time	Location
Lecture 1	Various	Monday	10-11am	Biomed A
Lecture 2	Various	Wednesday	12-1pm	Biomed D
Practical	Sue Morris	Monday	11am-1pm	Mat313
Practical	Loryane Botwood	Tuesday	9-11am	Mat303
Practical	Lorayne Botwood	Tuesday	2-4pm	Mat313
Practical	Adam Bove	Wednesday	10am-12pm	Mat210
Practical	Leigh Mellish	Wednesday	1-3pm	Mat313
Practical	Peter Baldwin	Friday	10am-12pm	Mat313
Practical	Peter Baldwin	Friday	12-2pm	Mat313

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.

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).

<p>School of Psychology Graduate Attributes*</p> <p>Level of Focus: 0 = No focus; 1 = Minimal; 2 = Moderate; 3 = Major; A = assumed (and not assessed here).</p> <p>The integrated acquisition of the graduate attributes, as partly indicated through assessment of the learning outcomes, comprises “psychological literacy”.</p>	<p>Learning and Teaching Activities (and Assessments)</p>
<p>Graduate Attribute 1: Discipline Knowledge and its Application</p> <p>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.</p> <p><i>*1.1 Demonstrates an understanding of the history and philosophy of science and psychology = 2.5</i></p> <p><i>*1.2 Demonstrates understanding of the major concepts, theoretical perspectives, research methods, empirical findings, and historical trends in the core topics of psychology, including:</i></p> <ul style="list-style-type: none"> <i>a) *cognition, information processing and language = A</i> <i>b) *individual differences in capacity and behaviour and personality, including related systems of testing and assessment = A</i> <i>c) ***intercultural diversity and indigenous issues in psychology = 2.5</i> <i>d) *learning = A</i> <i>e) *lifespan developmental psychology = A</i> <i>f) *motivation and emotion = A</i> <i>g) *neuroscience and biological bases of behaviour = A</i> <i>h) *perception = A</i> <i>i) *psychological disorders = A</i> <i>j) *psychological well-being = 2</i> <i>k) *social psychology = A</i> <p><i>1.3 *Demonstrates the capacity to apply disciplinary knowledge to explaining, predicting, and controlling human behaviour = 2.5</i></p>	<p>Some readings, lecture material, practical material (Group Research Project Presentation; Final exam).</p>
<p>Graduate Attribute 2: Research methods in psychology</p> <p>Understands the principles of scientific method and is able to apply and evaluate basic research methods in psychology.</p> <p><i>*2.1 Demonstrates the capacity to design and conduct studies to address psychological questions across a variety of domains: = A</i></p> <ul style="list-style-type: none"> <i>a) framing research questions</i> <i>b) undertaking literature searches</i> <i>c) critically analysing theoretical and empirical studies</i> <i>d) formulating testable hypotheses</i> <i>e) operationalizing variables</i> <i>f) choosing an methodology for the questions framed</i> <i>g) designing appropriate data collection instruments including questionnaires/surveys as needed</i> <i>h) making valid and reliable measurements</i> <i>i) appropriately analysing data and interpreting results</i> <i>j) deriving theoretical and practical implications</i> <i>k) acknowledging limitations</i> <i>l) suggesting future research</i> <i>m) communicating this research in professional formats</i> <p><i>***2.2 Describes the key principles underpinning the design, implementation and evaluation of programs of behaviour change = 2.5</i></p>	<p>Group Research Project (Presentation), lectures (Final Exam).</p>
<p>Graduate Attribute 3: Critical and creative thinking skills in psychology</p>	<p>Primarily through the Group Research Project</p>

* 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_Standards_Consultation_Draft_Sept_2012.pdf

<p>Demonstrates the capacity to utilise logic, evidence, and psychological science to evaluate claims about, and solve problems regarding, human behaviour.</p> <p><i>*3.1 Recognises the major formal and informal fallacies of human reasoning = A</i> <i>*3.2 Uses logic and evidence to critically evaluate and to develop arguments = A</i> <i>*3.3 Critically evaluates theoretical and methodological approaches in psychology = A</i> <i>*3.4 Demonstrates a rigorous and objective attitude in thinking and learning about human behaviour = 3</i> <i>***[3.5] Demonstrates creative and pragmatic problem solving = 3</i></p>	<p>(Presentation) and reflection (Portfolio, Journals).</p>
<p>Graduate Attribute 4: Values and ethics in psychology Demonstrates appropriate professional values.</p> <p><i>*4.1 Demonstrates awareness of diversity in individuals = A</i> <i>*4.2 Recognises how prejudicial attitudes and behaviours that exist in oneself and in others may lead to discrimination and inequity = A</i> <i>***4.3 Recognises ethical and moral influences that impact on individuals in a globalized society = 2.5</i> <i>*4.4 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</i> <i>*4.5 Demonstrates knowledge of the current Australian National Practice Standards for the Mental Health Workforce = 2</i></p>	<p>Primarily through lectures (Final exam), the Group Research Project (Presentation and Peer Rating) and reflection (Portfolio, Journals).</p>
<p>Graduate Attribute 5: Communication and interpersonal skills in psychology Demonstrates pre-professional level communication skills.</p> <p><i>***5.1 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 = 2.5</i> <i>***5.2 Listens and speaks effectively including demonstrating effective oral presentation and basic interviewing [and counselling] skills, and the ability to use flexible techniques to communicate sensitively with diverse ethnic and cultural backgrounds = 2</i> <i>***5.3 Demonstrates interpersonal skills for communicating between individuals; collaborates in groups to complete projects = 2</i></p>	<p>Group work, oral and written communication tasks (Report, 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.</p> <p><i>*6.1 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</i> <i>***6.2 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</i> <i>***6.3 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 = 3</i></p>	<p>Reflection (Portfolio and Journals), 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). Very specifically, at the conclusion of this course, students should be able to:

1. Evaluate psychologists’ behaviour in psychological research and other professional contexts in relation to the Australian Psychological Society *Code of Ethics* and the complementary *Ethical Guidelines*, as well as the *Australian National Practice Standards for the Mental Health Workforce*.
2. Describe applications of and key issues in psychology, and apply knowledge of psychology to society and the workplace.
3. Design a scientifically-meaningful study, incorporating the identification of ill-defined issues of social significance, an intervention to address these, and an evaluation thereof.
4. Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.

5. Exhibit a scientific attitude in critically thinking about, and learning about, human behaviour, and in creative and pragmatic problem solving.
6. Display basic knowledge and understanding of global citizenship and intercultural diversity.
7. Display basic knowledge and understanding of the history and philosophy of psychology.
8. Identify, document, and reflect upon career-relevant strengths, values, goals and achievements in relation to graduate and professional attributes.
9. Collaborate effectively, by applying knowledge of individual skills and strengths to the group-work context.
10. Effectively present in both oral and written contexts.

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 see the Lecture Schedule below for more details.

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. Please also note that occasionally there may be group work and tests in lecture times. You are also expected to attend all of the compulsory 2-hour weekly practical/tutorial classes. Practical will involve interactive activities that will extend lectures and assist in the development of learning outcomes.

Practical Participation: Practical 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

Week General Topic	Lecture 1 Mon 10-11am Biomed A	Lecture 2 Wed 12-1pm Biomed D	Practicals Mon 11, Tues 9, Tues 2, Wed 10, Wed 1, Fri 10, Fri 12	Indicative Assessment Tasks
1 Health 1	29/7 Jacquelyn Cranney Intro to course	31/7 Jacquelyn Cranney Health & Wellbeing 1	No practicals	
2 Careers & Employability 1	5/8 Eva Chan Careers	7/8 Eva Chan Careers	Introduction Intro to group work assignment, form groups – GA 1; Intro to Portfolio; GA & Strengths	Submit current CV via Moodle by 9am 5/8 AND bring to Monday lecture; Brief Strengths Test (hw)
3 Careers & Employability 2	12/8 Lorayne Botwood Interviewing and Interpersonal Skills	14/8 Lorayne Botwood Team Work: Negotiation, and Leadership	EC/Careers workshops	
4 Health 2	19/8 Tracey Harkness Disabilities	21/8 Julie Grove —CAPS and ACT	Portfolios and Group Work Peer Marking GA1; Strengths; Group Assignment	Journal 1 due 11pm on Sunday 25/8 (submit via Moodle). GA 1 to be peer-marked in practicals
5 Health 3	26/8 Maree Teesson Drug and Alcohol	28/8 Fiona Shand Black Dog	Interviewing	
6 Research Skills	2/9 Ben Newell Research Methods	4/9 Ben Newell Research Methods	Group Work Group work on research design	
7 Ethics	9/9 Peter Birrell Ethics 1	11/9 Peter Birrell Ethics 2	No practicals: Group work	
8 History	16/9 Branka Spehar History: an introduction	18/9 [At-home history study—ie no lecture; take opportunity to meet for group work?]	Ethics	Major Submission 1 due (CV1, Journal 1, Strengths, GA 1 & 2). Bring hard copy to tutorial and electronic submission to Turnitin before your practical.
9 Research Applications 1	23/9 Ben Newell Decision making	25/9 Jim Kehoe Research and Defence Forces	Effective Oral Presentations and Group Work Team ratings 1; Tutor sign-off on design	
MID	SEMESTER	BREAK		
10 Research Applications 2	7/10 Labour Day No Lecture	9/10 Tom Denson Aggression	No practicals: Group work	
11 Research Applications 3	14/10 TBD	16/10 Jacquelyn Cranney Psychological Literacy	Research presentations Team ratings 2	Research Presentations; Journal 2 due 11pm on Sunday, 20/10 (submit via Moodle)
12 GA interviews	21/10 GA interviews	23/10 GA interviews	GA interviews	Final Portfolios due. Bring hard copy to interview and electronic submission to Turnitin before Interview.
13	28/10 Branka Spehar and Peter Birrell History and Ethics Q&A	30/10 TBD	No tutorials	Final Journal due 11pm 2/11 via Moodle.
Exam Period				FINAL EXAM

*TBD denotes that a lecture WILL be held at that time, however given the limited availability of some of our guest lecturers, we cannot confirm at this time who will be speaking in which timeslot.

Further on 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. 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. There are THREE categories of assessment in this course, as outlined below.

Assessment category	% marks	Week due
1. Portfolio	TOTAL: 40	8, 12
- CV		
<i>original</i>		2
<i>revised</i>		12
- GA Log		
GA 1 & 2		8
GA 3-6		12
- Strengths Exercises		8
- Reflective Journals		4, 11, 13
- Interview		12
2. Tutorial Engagement	TOTAL: 30	
- Tutorial participation	5	Ongoing
- Group Assignment (incl. 5% team member rating)	20	11
- Individual Future Research Submission	5	11
3. Formal Examinations	TOTAL: 30	
- Final exam		Exam period
TOTAL 100		

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 to achieve a score in excess of 100%.

Assessment details:

Portfolio (40%)

Graduate Attributes, CV and Strengths Exercises (30%):

The CV assignment, part 1 due in Week 2, is designed as a trigger to help you think about what skills you still need to acquire to work in your desired career. You will need to submit your CV via Moodle before the lectures in Week 2 (by 9am Monday 5/8). You will then need to revise this CV in response to the Career lectures.

As part of your portfolio, you will be asked to reflect on your own strengths across 3 contexts (personal, professional, and community). You will revisit your reflections during the course to see how these have developed. You will also be asked to document your development of Psychology graduate attributes, and provide evidence for this. This will be assessed both in written form, part of which is due in Week 8, and the remainder in Week 12, and in the context of an interview in Week 12. Please see the Portfolio handout for more details.

Journals (10%):

The written journal submissions are designed to help you reflect upon what you have learned in the lectures, practicals and assessment tasks. The objective of these tasks is to encourage you to integrate the knowledge and skills that you have acquired during your degree so far, and apply these to the present course. The final journal 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.

Tutorial Engagement (30%)

Tutorial Participation (5%)

You will be expected to participate actively in tutorials, including undertaking some “homework” exercises where necessary.

Group Assignment (20%+5% individual component)

The research design presentation in Week 11 will be based on an intervention that will be designed and presented in small groups. Your research project is designed to test a specific hypothesis by identifying a target population, developing an intervention, and a means for evaluating the effectiveness of the intervention. Each group will present the results of their study to the class (for which it is expected that all group members will receive the same mark). An additional 5% individual written component will ask you to elaborate on future research directions.

Reporting on research in any area of science is an essential skill that reflects your ability to synthesise empirical (research-based) material requiring a considerable level of both theoretical and conceptual understanding, and to report your conclusions clearly and concisely. 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 scientific communication and information literacy skills, as well as promoting critical thinking, and (d) provide you with a supported collaborative learning experience.

5% of the 20% group mark will be based on peer evaluation of your group members’ contributions to the group product and process.

Formal examination (30%)

The Final exam (30%):

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 answer format. A more detailed guide to content will be provided at the end of the session.

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.

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.*

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 Liaison Coordinator 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.

8. Expected Resources for Students	
TEXTBOOKS	No required textbook.
COURSE MANUAL	
REQUIRED READINGS	Required readings/citations will be made available on Moodle. The readings will include classic and cutting-edge articles and chapters in the areas.
RECOMMENDED INTERNET SITES	https://moodle.telt.unsw.edu.au/login/index.ph (course website) www.psychologicaliteracy.com

There is no specific textbook for this course; most required readings will be provided on the LMS. Importantly, it is assumed that you will bring a scientific attitude to thinking and learning about the material in this course.

9. Course Evaluation & Development
<p>Courses are periodically reviewed and students' feedback is used to improve them.</p> <p>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 group work, as requested by students, and staggered the submission dates for the Portfolio). We welcome any feedback that you may have throughout the course, and we thank you for your participation in this process.</p>

10. Plagiarism & Academic Integrity
<p>What is plagiarism?</p> <p>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.</p> <p>UNSW groups plagiarism into the following categories:</p> <ul style="list-style-type: none"> • 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. <p>Where can I find out more information?</p> <p>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:</p> <ul style="list-style-type: none"> • 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/students/current/files/Student_Guide.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*.