PSYCHOLOGY 1002 SYLLABUS

PERCEPTION

1. Introduction: to visual perception
2. Colour
3. Pathways, modules & maps
4. Registering depth
5. Perceptual grouping
6. Psychophysics
7. Motion

References:

LEARNING AND MOTIVATION

1. Learning and motivation
2. Simple behavioural processes
3. Basics of Classical conditioning
4. Basics of instrumental conditioning
5. Discrimination and generalization
6. Social learning
7. Biological motivational processes
8. Liking and wanting
9. Long-term sources of human motivation

References:
Basic information about many of these topics may be found in the Psychology 1 textbook. But each topic will come with a short examinable reading which will be discussed during the lecture.

HUMAN MENTAL ABILITIES

1. An introduction to human mental abilities: differential psychology, intelligence, and psychological testing
2. Models of intelligence I: Spearman, Thurstone, and Horn & Cattell
3. Models of intelligence II: Carroll and Guilford
4. Psychometric issues: measurement, reliability, validity, and standardisation
5. An introduction to IQ tests: the Stanford–Binet and the WAIS
6. Group differences in intelligence: evidence and possible causes
7. The developmental trajectory of intelligence and the effects of training

References:
The Psychology I textbook offers some rudimentary information on several of these topics. However further information about readings to supplement the lecture material will be provided during the lectures.
HUMAN DEVELOPMENT

1. Introduction to Human Development and its research methods: Challenges for developmental researchers across the lifespan; Naturalistic research methods; Cross-sectional vs longitudinal methods; Experimental vs correlational methods.

2. Nature vs Nurture: (a) Genetic contributions to normal and abnormal development; single gene, polygenic and multifactorial inheritance; twin, family and adoption studies.

3. Prenatal development: Normal development; Environmental influences on normal and abnormal development.

4. Cognitive development from infancy to adolescence: Piaget’s theory.

5. Adolescent development across adolescence: physical and emotional development and how they interact.

References:
Basic information about most of these topics can be found in the Psychology 1 textbook. Page numbers will be given in lecture web notes. You can deepen your understanding by consulting one of the many textbooks on developmental psychology. Three excellent texts are listed below (earlier editions would also be useful).


COGNITIVE PROCESSES


2. Limitations on cognitive processing: selective attention; attentional resources; automatic processing; attention and memory.


4. Encoding and retrieval in long-term memory: rehearsal; levels of processing; transfer appropriate processing.

5. The architecture of long-term memory: episodic and semantic memory; explicit and implicit memory. Network models of memory.


References:
Basic information about most of these topics can be found in the Psychology 1 textbook. More detailed coverage will be found in most textbooks on cognitive psychology. The textbook used in 2nd and 3rd year Cognition courses (PSYC 2013 and PSYC 3205) should be easily accessible and cover all topics:


EMOTION

1. What is an emotion?
2. Built for emotion: Evolutionary and neurological perspectives on emotions in psychology
3. The emotional repertoire and experience of the human infant
4. How does language acquisition and communication transform our emotions?
5. Moral and 'self-conscious' emotions in development
6. Emotions in the study of temperament and psychopathology
7. How should we think about emotions in the study of human psychology?

References:
Basic information about some of these topics can be found in the Psychology 1 textbook. The disparate nature of the topic means that most emotion research is dealt with across other psychological disciplines. More references will be provided during the lectures: I encourage you to read these following the relevant lecture. For those who want a firmer grounding in the study of emotions, the following texts may be of interest:


GRADUATE ATTRIBUTES AND STUDENT LEARNING OUTCOMES FOR PSYC1002

This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

Graduate Attribute 1: Knowledge and Understanding of Psychology

By the end of this course students should be able to demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology. In Psychology 1002, these topics were listed in the previous ‘Syllabus’ section, turn back a few pages to read about them in detail.

Students should also be able to:

- Demonstrate knowledge of the theoretical and empirical bases underpinning evidence-based approaches to psychological intervention.
- Delineate psychology as a scientific discipline.
- Explain the major themes (e.g., interaction of genetics and environment) and perspectives (e.g., behavioural, evolutionary, sociocultural) of psychology.
- Explain psychological phenomena using the concepts, language, and major theories of the discipline.

Graduate Attribute 2: Research Methods in Psychology

By the end of this course students should be able to understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies. You should be able to:

- Describe the basic characteristics of the science of psychology.
- Describe, apply and evaluate the different research methods used by psychologists.
- Locate, evaluate and use information appropriately in the research process.
- Use basic word-processing, and online programs.
- Undertake literature searches; critically analyse theoretical and empirical studies and express this in writing.

Graduate Attribute 3: Critical Thinking Skills in Psychology

By the end of this course students should be able to respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes. You should be able to:

- Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes.
- Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.
- Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
- Recognise and defend against the major fallacies of human thinking.
- Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.
Graduate Attribute 4: Values in Psychology

By the end of this course you should be able to appreciate the value of empirical evidence, but also the need to act ethically and professionally in obtaining it. Since human behaviour is often the focus of study, you should attempt to understand the complexity of socio-cultural and international diversity.

Graduate Attribute 5: Communication Skills in Psychology

By the end of the course you should be able to write a standard psychology Report using American Psychological Association (APA) structure and formatting conventions. This can be a challenging task the first time, since many students assume they are already good at writing and there is nothing more to learn, but there are several key differences between ‘high school’ writing and Psychology writing which you need to learn. Given many class discussions and interactions you should also be able to demonstrate effective interpersonal communication skills such as being able to listen accurately and actively and even use psychological concepts and theories to understand interactions with others.

Graduate Attribute 6: Learning and the Application of Psychology

By the end of this course you should also be able to apply psychological principles to personal, social, and organisational issues. Aim to be able to:

- Describe major areas of applied psychology (e.g. clinical, counselling).
- Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
- Reflect on your experiences and learn from them in order to identify and articulate your personal, socio-cultural, and professional values; demonstrate insightful awareness of your feelings, motives, and attitudes based on psychological principles.
- Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporate feedback for improved performance; purposefully evaluate the quality of one’s thinking (metacognition).
- Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.