PSYCHOLOGY 1001 syllabus

NEUROSCIENCE

1. The lecture syllabus consists of two halves, each taking a different approach to describing the nervous system:

2. The first part presents basic information about the anatomy and physiology (what and how) of the nervous system. It includes a description of the basic concepts of reception, coding and transmission of information by cells of the nervous system, as well as the chemical communication between cells and the effects on this by psychoactive drugs.

3. The second part of the syllabus takes a ‘systems’ approach to neuroscience, concerned mostly with the functional anatomy of the nervous system. Topics include the involvement of various brain areas in sleep and wakefulness, motivation and emotions, sensory and motor function, and language.

References:

5. http://www.sfn.org/content/Publications/BrainBriefings/index.html

APPLIED PSYCHOLOGY

1. Introduction to Forensic Psychology. What is Forensic Psychology? What do Forensic Psychologists study?
5. Identification and Evaluation of Criminal Suspects II. Police interrogations and false confessions.

References:

SOCIAL PSYCHOLOGY

1. Introduction to social psychology.
   What is social psychology? What do social psychologists study? Research methods used in social psychology: Descriptive methods vs. Experimental Methods.

2. Social influence I: Social facilitation.

3. Social influence II: Social loafing
   What is social loafing? Factors that contribute to social loafing. Theories of social loafing (Latané and colleagues). How to stop social loafing in groups.


   What is obedience? Milgram’s (1963) obedience experiments. Studies of minority influence (Moscovici).

6. Social Perception I: Attributions; stereotypes
   Attribution theories. Person vs. situational attributions. Attributional biases (e.g., the fundamental attribution error). Stereotypes and attributions. The self-fulfilling prophecy.

7. Social Perception II: Attitudes and summary
   What are attitudes? How attitudes guide our behaviour. Summary of the social psychology lectures.

References:

PERSONALITY

1. The concept of personality: in search of the "soul".

2. Psychoanalytic and psychodynamic approaches to personality.

3. Cognitive and behavioural approaches to personality.

4. Humanistic and existential approaches to personality.

5. Psychobiological and lexical approaches to personality.

6. Personality assessment and applications.

References:
3. Personality Theories: 
   http://webspace.ship.edu/cgboer/perscontents.html
5. NJ: John Wiley & Sons. (one of the PSYC2014 textbooks)

**LANGUAGE**

1. The structure of language: units of sound and meaning and the rules by which these are organised.
2. The nature of language: language as symbolic and generative

**References:**


**SCIENCE AND STATISTICS IN PSYCHOLOGY**

1. Distinguishing scientific theories and explanations from pseudo-science.
2. Constructing hypotheses: understanding null hypotheses and experimental hypotheses and the distinction between seeking proof and disproof.
3. Understanding the role of constructs in psychological measurement. Understanding the appropriateness of scales of measurement.
4. Research designs in psychological research. The distinction between true experiments, quasi-experiments and correlational studies and how choice of design affects internal and external validity.
5. Variability in measurement as expressed by standard deviation, and the normal curve.
6. The use of statistics in scientific decision making. The role of probability in understanding scientific conclusions.
7. The role of the p-value and power. Recognizing the role of the sample and sample size in understanding conclusions.

**References:**

3. The Skeptic's Dictionary: www.skepdic.com
GRADUATE ATTRIBUTES AND STUDENT LEARNING OUTCOMES
FOR PSYC1001

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 1001, 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.

In Psychology 1001 we have a tutorial dedicated to understanding Prejudice, and another class dedicated to Research Ethics. These are challenging tutorials which will hopefully foster your thinking about these issues.

Graduate Attribute 5: Communication Skills in Psychology

By the end of the course you should be able to write a standard psychology essay 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.