PSYC3020 – Applications of Psychological Science

Unit of Study Code: PSYC3020

Coordinator: Dr Helen Paterson
Office: 439 Brennan MacCallum Building
Phone: 9036 9403
Email: helen.paterson@sydney.edu.au

Other Teaching Staff: Dr Barbara Mullan
Office: 446 Brennan MacCallum Building
Phone: 9351 6811
Email: barbara.mullan@sydney.edu.au

Dr Ilona Juraskova
Office: 341 Brennan MacCallum Building
Phone: 9036 5275
E-mail: Ilona.juraskova@sydney.edu.au

Dr Catalina Lawsin
Office: 442 Brennan MacCallum Building
Phone: 9114 0590
Email: catalina.lawsin@sydney.edu.au

Format of Unit: 2 x 1 hour lectures/week x 13 weeks
1 x 2 hour tutorial/week x 10 weeks

Credit Point Value: 6 Credit Points

Prerequisites: Students must have completed 12 credits points in Junior Psychology and 12 credit points in Intermediate Psychology

Evaluation of teaching and learning: Date: Week 13 of semester
Type: Questionnaire

Assessment:

Classwork:
5 tutorial quizzes, each worth 4% of the total marks for this unit of study (together worth 20% of total mark). See tutorial outline for dates. Each quiz will consist of 10 multiple choice questions. Quizzes will assess the following information:
Quiz #1: Helen Paterson’s Organisational Psychology lectures
Quiz #2: Barbara Mullan’s Health Psychology lectures (& relevant book chapters)
Quiz #3: Catalina Lawsin’s Health Psychology lectures (& relevant book chapters)
Quiz #4: Ilona Juraskova’s Health Psychology lectures (& relevant book chapters)
Quiz #5: Helen Paterson’s Forensic Psychology lectures (Weeks 11-12 inclusive)

In addition, as part of the course requirement, students will write a 2,500 word essay (worth 30% of total mark). The report is due on 10th September 2010 at 4pm. See School of Psychology Administrative Guidelines for information regarding assignment submission and late penalties (http://www.psych.usyd.edu.au/teach/09_PsychologyAdministrationGuidelines.pdf).

Examination:
A 2 hour examination, consisting of short-answer and multiple choice questions, is worth 50% of the total marks for this unit of study. The examination will cover material from the lectures, tutorials, and textbook.
Essay Question:

Current Events and Psychology: Students are asked to find a media article regarding a current event and write a 2,500 word essay about how empirical research and theory from organisational, health, and/or forensic psychology can contribute to our understanding of the topic.

Where possible, students should append a copy of the news report or article to their report. This assignment will encourage students to form a better understanding of the ways in which psychological knowledge and research can be applied to legal, organisational, and health issues. The reports will be assessed against the following criteria: choice of suitable topic; clear statement of relevant psychological issues; description of relevant psychological research; critical evaluation of the psychological research; statement of implications (research, policy and/or practice); and formatting and presentation. Referencing should be in accordance with APA publication guidelines. More information about the essay will be provided in the tutorial classes.

Lectures:

We strongly encourage you to attend all lectures. Please note that lectures in the class will not be recorded on Lectopia.

Tutorials:

Tutorials are an essential and compulsory part of this course, and therefore your attention is drawn to the following:

1. Your tutorial time. You must attend the tutorial to which you have been allocated. It will not be possible to switch or change tutorial classes once allocations are finalised. Be aware that late enrolments have fewer choices of times, and students may not be able to sign up for the time of choice.
2. Tutorial attendance. Attendance will be recorded at the beginning of every tutorial class.
3. Missing tutorials. Inadequate attendance (less than 80%) may result in failure to pass the course.
4. Tutorial content. Due to the nature of class, some topics that will be covered may make you feel uncomfortable or uneasy (e.g., descriptions of crimes, discussions and death and dying). If this is the case it is important that you contact the course coordinator Helen Paterson, or another member of the team as soon as possible to discuss this with them. You are not required to share confidential information with us if you don’t wish to however, as the content of the tutorials is examinable it is important for you that we can assign you a comparable reading and study materials. If you attend the tutorial but at any point you feel uncomfortable, you are free to leave the tutorial, after indicating this to your tutor. However you should contact one of the lecturing staff afterwards, who will be happy to assign you comparable readings and study materials.

Text:


Recommended Reading:


Unit of study general description:

The aim of this unit is to introduce students to various ways in which psychological theory and research can be applied in the real world. In particular, the main focus will be on Health Psychology, Forensic Psychology, and Organisational Psychology. The Health Psychology component of this course includes investigation into why we engage in risky health behaviours including smoking, overeating and alcohol use; inequalities in health including Aboriginal and Torres Strait Islander health; dealing with chronic illness including death & dying, and survivorship. The Forensic Psychology component of the course includes investigation into lie detection, criminal offenders, victims of crime, and eyewitness memory. The Organisational Psychology component of the course will focus on personnel selection, training in organisations, performance measurement, workplace motivation, and leadership.

Graduate Attributes and Student Learning Outcomes for Applications in Psychological Science (Psyc3020)

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.

The following graduate attributes and student learning outcomes will be developed through lectures, tutorial and assessment activities in particular. They will be assessed primarily in the essay, quizzes, and in the final examination.

1: Knowledge and Understanding of Applied Psychology

Display basic knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in Applied Psychology

Student learning outcomes:

i. To define health within a biopsychosocial framework
ii. To examine the key models and theories in Health Psychology
iii. To consider the context within which treatment takes place
iv. To present an exploration of physical diseases with consideration of psychosocial factors paramount.
v. To consider the application of psychological theory to
   • illness
   • preparation for hospitalization
   • the management of adverse psychological sequelae arising from hospitalization
   • Health risk and health enhancing behaviours
vi. To define Forensic Psychology
vii. To examine the key theories of crime
viii. To have an understanding of the key areas in Forensic Psychology, and consider the application of psychological theory to
   • Treatment and assessment of offenders
   • Detection of deception
   • Eyewitness memory
   • Police selection, discretion, and stress
   • Victims of crime
ix. To define Organisational Psychology
x. To have an understanding of the key areas in Organisational Psychology, and consider the application of psychological theory to
   • Job analysis
   • Selection
   • Training
   • Leadership and teamwork
   • Stress in the workplace

2: Research Methods in Applied Psychology

Understand, apply and evaluate basic research methods in Applied Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Student learning outcomes:

i. To develop a critical understanding of the major methods of research in these areas.
ii. To critically assess the major theories and research findings in these areas.
iii. To interpret statistical analyses.
iv. Use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs.
v. Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses;
operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.

3: Critical Thinking Skills in Applied Psychology
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.

**Student learning outcomes:**

i. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
ii. Evaluate the quality of information, including differentiating empirical evidence from speculation.
iii. Evaluate issues and behaviour using different theoretical and methodological approaches.
iv. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.

4: Values in Applied Psychology
Value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity.

**Student learning outcomes:**

i. Recognise and respect social, cultural, linguistic, spiritual and gender diversity.
ii. Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication)
iii. Understand how prejudicial attitudes and discriminatory behaviours might exist in oneself and in others.
iv. Recognise and promote ethical practice in research.
v. Promote evidence-based approaches to understanding behaviour.

5: Communication Skills in Applied Psychology
Communicate effectively in a variety of formats and in a variety of contexts

**Student learning outcomes:**

i. Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
ii. Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing).
iii. Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.
iv. Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

6: Learning and the Application of Psychology
Understand and apply psychological principles to personal and social issues.

**Student learning outcomes:**

i. To develop an awareness of the applications of the theories and research findings in Applied Psychology.
ii. Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
iii. Understand major areas of Applied Psychology
iv. Apply knowledge of consumer and carer participation in psychological care.

**Evidence of learning:**
The quality of students’ performance in tutorial quizzes and practical exercises, in a written assignment, and in examinations will be taken as evidence of learning.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecturer</th>
<th>Lecture Title</th>
<th>Book Chapter</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27/07/10</td>
<td>Helen</td>
<td>Introduction/ What is Organisational Psychology? Job analysis</td>
<td></td>
<td>No Tutorial</td>
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<tr>
<td>1</td>
<td>29/07/10</td>
<td>Helen</td>
<td>Workplace selection</td>
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<tr>
<td>2</td>
<td>03/08/10</td>
<td>Helen</td>
<td>Training employees</td>
<td></td>
<td>Introduction to Organisational Psychology and assignment</td>
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<td>05/08/10</td>
<td>Helen</td>
<td>Teamwork and leadership</td>
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<td>3</td>
<td>10/08/10</td>
<td>Helen</td>
<td>Stress in the workplace</td>
<td></td>
<td>Workplace selection</td>
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<tr>
<td>3</td>
<td>12/08/10</td>
<td>Barbara</td>
<td>What is health? What is Health Psychology?</td>
<td>Chapter 1/Chapter 18</td>
<td></td>
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<tr>
<td>4</td>
<td>17/08/10</td>
<td>Barbara</td>
<td>Risk behaviour</td>
<td>Chapter 3</td>
<td>Risk taking behaviours</td>
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<td>4</td>
<td>19/08/10</td>
<td>Barbara</td>
<td>Health enhancing behaviours</td>
<td>Chapter 4</td>
<td>QUIZ #1: Organisational</td>
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<tr>
<td>5</td>
<td>24/08/10</td>
<td>Barbara</td>
<td>Models in Health Psychology</td>
<td>Chapter 5</td>
<td>No tutorial</td>
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<tr>
<td>5</td>
<td>26/08/10</td>
<td>Barbara</td>
<td>Interventions with individuals and populations</td>
<td>Chapter 6 &amp; 7</td>
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<tr>
<td>6</td>
<td>31/08/10</td>
<td>Catalina</td>
<td>Inequalities in health</td>
<td>Chapter 2</td>
<td>QUIZ #2: Health (Barbara) Models of health</td>
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<tr>
<td>6</td>
<td>02/09/10</td>
<td>Catalina</td>
<td>Managing stress; Stress and illness moderators</td>
<td>Chapter 11 &amp; 12</td>
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<td>7</td>
<td>07/09/10</td>
<td>Catalina</td>
<td>Being ill: 1</td>
<td>Chapter 14</td>
<td>Aboriginal &amp; Torres Straits Islanders’ health and welfare <em>ASSIGNMENT DUE 10/09/10</em></td>
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<td>09/09/10</td>
<td>Catalina</td>
<td>Being ill: 2</td>
<td>Chapter 15</td>
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<td>14/09/10</td>
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<td>Pain</td>
<td>Chapter 16</td>
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<td>8</td>
<td>16/09/10</td>
<td>Ilona</td>
<td>Qualitative research in health psychology</td>
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<td>9</td>
<td>21/09/10</td>
<td>Ilona</td>
<td>Doctor/patient communications</td>
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<td>9</td>
<td>23/09/10</td>
<td>Ilona</td>
<td>Psychosexual adjustment and illness</td>
<td>Chapter 10</td>
<td>QUIZ #3: Health (Catalina) Stress and Pain</td>
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<td>10</td>
<td>05/10/10</td>
<td>Ilona</td>
<td>Death, dying, and bereavement</td>
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<td>Support groups</td>
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<td>10</td>
<td>07/10/10</td>
<td>Ilona</td>
<td>Survivorship &amp; Conclusion of Health</td>
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<td>11</td>
<td>12/10/10</td>
<td>Helen</td>
<td>Introduction to Forensic Psychology</td>
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<td>Palliative care and survivorship QUIZ #4: Health (Ilona)</td>
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<td>11</td>
<td>14/10/10</td>
<td>Helen</td>
<td>Criminal offenders</td>
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<tr>
<td>12</td>
<td>19/10/10</td>
<td>Helen</td>
<td>Lies and the detection of deception</td>
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<td>Risk assessment and treatment of offenders</td>
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<tr>
<td>12</td>
<td>21/10/10</td>
<td>Helen</td>
<td>Eyewitness testimony</td>
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<tr>
<td>13</td>
<td>26/10/10</td>
<td>Helen</td>
<td>Police psychology</td>
<td></td>
<td>Eyewitness memory QUIZ #5: Forensic</td>
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<tr>
<td>13</td>
<td>28/10/10</td>
<td>Helen</td>
<td>Victims of crime/ conclusion</td>
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**BREAK**
School of Psychology Plagiarism Policy information for Students

**Plagiarism is not permitted**

i) Do you know what plagiarism is?

Please refer to the University policy on plagiarism:


ii) The School of Psychology will severely penalise **all** submitted work that is plagiarised;

iii) The School of Psychology is using software to detect **all** forms of plagiarism.

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**PLAGIARISM**

- **More than 50% plagiarised**
  - Unit Coordinator ensures that the student receives no marks for submitted work and requests a resubmission for a mark of zero

- **Less than 50% plagiarised**
  - Tutor/marker ignores plagiarised section(s) and marks remainder of submitted work, plus 10% penalty
THE UNIVERSITY OF SYDNEY LIBRARY

The University of Sydney Library is a distributed system of libraries with a collection of over 5 million items. Fisher Library has the most resources relevant to Psychology and is located on Eastern Avenue, Camperdown Campus.

http://sydney.edu.au/library

Faculty Liaison Librarian

Your Faculty Liaison Librarian supports the teaching, learning and research needs of staff, students and researchers for the School of Psychology. Contact details are as follows:


Psychology Guide

Includes links to Psychology databases, internet resources, information on tests and more.

http://libguides.library.usyd.edu.au/psychology

Psychology material in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection of required and recommended items on Psychology reading lists. Reading list material can be searched by unit of study or lecturer via the catalogue:

http://opac.library.usyd.edu.au/search/r