PSYC3020 – Applications of Psychological Science

Unit of Study Code: PSYC3020

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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:

Tutorial Quizzes. 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: Weeks 1-2 Organisational Psychology lectures (& relevant book chapters)
Quiz #2: Weeks 3-5 Forensic Psychology lectures (& relevant book chapters)
Quiz #3: Weeks 6-7 Health Psychology lectures (& relevant book chapters)
Quiz #4: Weeks 8-10 Health Psychology lectures (& relevant book chapters)
Quiz #5: Weeks 11-12 Health Psychology lectures (& relevant book chapters)

Essay. 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 19th September 2011 at 4pm. See School of Psychology Administrative Guidelines for information regarding assignment submission and late penalties (http://www.psych.usyd.edu.au/teach/09_PsychologyAdministrativeGuidelines.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 Questions:
Students are asked to select one of the following topics:

**Topic # 1: Selection**
Imagine that you are the human resources director for the NSW Police Force and you have been asked to review the selection process of new police recruits. Your aim is to critically evaluate psychological research on police selection and provide your opinion regarding best practice selection procedures. Your response should include a critical review of the available research and your recommendations must be clearly justified in light of the empirical evidence.

**Topic # 2: Lie Detection**
Currently evidence regarding the detection of deception using verbal and nonverbal cues is inadmissible in court. Imagine that the courts are currently revising this decision and they come to you, as a Forensic Psychologist, for advice. Your aim is to critically evaluate psychological research on lie detection procedures and provide your opinion about whether lie detection (or some forms of it) should be admissible in court. Your response should include a critical review of the available research and your recommendations must be clearly justified in light of the empirical evidence.

**Topic #3: Health Psychology**
Currently people experiencing ill health experience many psychological problems. Imagine that you are employed by a Health Department and you are asked to critically evaluate psychological research on the impact of one physical illness (e.g. diabetes, cancer, coronary heart disease) on psychological health (e.g. stress, anxiety, depression). Your response should include a critical review of the available research and your recommendations must be clearly justified in light of the empirical evidence.

Lectures:
Lecture slides will be posted on WebCT, and Lectopia will be used to record the lectures. However, we strongly encourage you to attend all lectures.

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, 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:
A custom textbook will be created for this unit of study which includes the following:


**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:**

- To define health within a biopsychosocial framework
- To examine the key models and theories in Health Psychology
- To consider the context within which treatment takes place
- To present an exploration of physical diseases with consideration of psychosocial factors paramount.
- 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
- To define Forensic Psychology
- To examine the key theories of crime
- To have an understanding of the key areas in Forensic Psychology, and consider the application of psychological research and 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 research and theory to:
• Job analysis
• Selection
• Training
• Leadership and teamwork
• Job performance and satisfaction

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 socio-cultural 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.

Lecture Schedule 2011

Tuesday’s lectures are at 3pm in Bosch Lecture Theatre 3
Thursday’s lectures are at 10am in Bosch Lecture Theatre 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecturer</th>
<th>Lecture Title</th>
<th>Chapter in custom textbook</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26/07/11</td>
<td>Helen</td>
<td>Introduction/ What is Organisational Psychology? Job analysis</td>
<td>Chapter 1</td>
<td>No Tutorial</td>
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<tr>
<td>1</td>
<td>28/07/11</td>
<td>Helen</td>
<td>Workplace selection</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>02/08/11</td>
<td>Helen</td>
<td>Training employees</td>
<td>Chapter 2</td>
<td>Introduction to Organisational Psychology and assignment</td>
</tr>
<tr>
<td>2</td>
<td>04/08/11</td>
<td>Helen</td>
<td>Teamwork and leadership</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>09/08/11</td>
<td>Carolyn</td>
<td>Job performance and satisfaction</td>
<td>Chapter 4</td>
<td>Workplace selection QUIZ #1: Organisational (Weeks 1-2)</td>
</tr>
<tr>
<td>3</td>
<td>11/08/11</td>
<td>Helen</td>
<td>Introduction to Forensic Psychology</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>16/08/11</td>
<td>Helen</td>
<td>Criminal offenders</td>
<td>Chapter 5</td>
<td>Risk assessment and treatment of offenders</td>
</tr>
<tr>
<td>4</td>
<td>18/08/11</td>
<td>Helen</td>
<td>Lies and the detection of deception</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>23/08/11</td>
<td>Helen</td>
<td>Eyewitness testimony</td>
<td>Chapter 7</td>
<td>No tutorial</td>
</tr>
<tr>
<td>5</td>
<td>25/08/11</td>
<td>Helen</td>
<td>Police psychology</td>
<td>Chapter 8</td>
<td>Eyewitness memory QUIZ #2: Forensic (Weeks 3-5)</td>
</tr>
<tr>
<td>6</td>
<td>30/08/11</td>
<td>Lauren</td>
<td>Victims of crime</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>01/09/11</td>
<td>Barbara</td>
<td>What is health? What is Health Psychology?</td>
<td>Chapter 10</td>
<td>Aborigional &amp; Torres Straits Islanders’ health and welfare</td>
</tr>
<tr>
<td>7</td>
<td>06/09/11</td>
<td>Catalina</td>
<td>Inequalities in health</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>08/09/11</td>
<td>Catalina</td>
<td>Managing stress; Stress and illness moderators</td>
<td>Chapter 17 &amp; 18</td>
<td>Stress and Pain QUIZ #3: Health (Weeks 6-7)</td>
</tr>
<tr>
<td>8</td>
<td>13/09/11</td>
<td>Catalina</td>
<td>Being ill: 1</td>
<td>Chapter 19</td>
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<tr>
<td>8</td>
<td>15/09/11</td>
<td>Catalina</td>
<td>Being ill: 2</td>
<td>Chapter 19</td>
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<tr>
<td>9</td>
<td>20/09/11</td>
<td>Catalina</td>
<td>Pain</td>
<td>Chapter 20</td>
<td>No Tutorial</td>
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<tr>
<td>9</td>
<td>22/09/11</td>
<td>Ilona</td>
<td>Qualitative research in health psychology</td>
<td>Chapter 20</td>
<td><em>ASSIGNMENT DUE 19/09/11</em></td>
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<tr>
<td>10</td>
<td>04/10/11</td>
<td>Ilona</td>
<td>Doctor/patient communications</td>
<td>Chapter 16</td>
<td>Support groups</td>
</tr>
<tr>
<td>10</td>
<td>06/10/11</td>
<td>Ilona</td>
<td>Psychosexual adjustment and illness</td>
<td>Chapter 16</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/10/11</td>
<td>Ilona</td>
<td>Death, dying, and bereavement</td>
<td>Chapter 12</td>
<td>Palliative care and survivorship QUIZ #4: Health (Weeks 8-10)</td>
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<tr>
<td>11</td>
<td>13/10/11</td>
<td>Ilona</td>
<td>Survivorship</td>
<td>Chapter 12</td>
<td></td>
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<tr>
<td>12</td>
<td>18/10/11</td>
<td>Barbara</td>
<td>Risk behaviour and health enhancing behaviours</td>
<td>Chapter 11 &amp; 12</td>
<td>Risk taking behaviours</td>
</tr>
<tr>
<td>12</td>
<td>20/10/11</td>
<td>Barbara</td>
<td>Models in Health Psychology</td>
<td>Chapter 13</td>
<td></td>
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<tr>
<td>13</td>
<td>25/10/11</td>
<td>Barbara</td>
<td>Interventions with individuals</td>
<td>Chapter 14</td>
<td>Models of health QUIZ #5: Health (Weeks 11-12)</td>
</tr>
<tr>
<td>13</td>
<td>27/10/11</td>
<td>Barbara</td>
<td>Interventions with populations &amp; Conclusion</td>
<td>Chapter 15</td>
<td></td>
</tr>
</tbody>
</table>

*ASSIGNMENT DUE 19/09/11*
School of Psychology Plagiarism Policy information for Students

Plagiarism is not permitted

i) Are you sure you know what plagiarism is?
Please refer to the University policy on plagiarism:

ii) The School of Psychology will 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

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Research and resource support for Psychology students

The University of Sydney Library has 12 libraries in different locations, on different subjects with different facilities. Fisher Library is where you will find the physical collection of most relevance to your Psychology studies. Fisher Library is located on Eastern Ave, Camperdown campus. We also have loads available online – find us at sydney.edu.au/library/<https://www.owa.usyd.edu.au/exchweb/bin/redir.asp?URL=https://www.owa.usyd.edu.au/Exchweb/bin/redir.asp?URL=http://sydney.edu.au/library/>.

You can contact your Psychology Faculty Liaison Librarian at library.psychology@sydney.edu.au <mailto:library.psychology@sydney.edu.au>. The Psychology Librarian is located at Badham Library, level 1, Badham Building, Science Rd, Camperdown Campus. You can phone 91141292 or send an email psychology.library@sydney.edu.au.

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Psychology subject guide


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