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

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, tutorials & book chapters
Quiz #2: Weeks 3-5 Forensic Psychology lectures, tutorials & book chapters
Quiz #3: Weeks 6-8 Health Psychology lectures, tutorials & book chapters
Quiz #4: Weeks 9-10 Health Psychology lectures, tutorials & book chapters
Quiz #5: Weeks 11-12 Health Psychology lectures, tutorials & 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 17th September 2012 at 4pm. See School of Psychology Administrative Guidelines for information regarding assignment submission and late penalties (http://www.psych.usyd.edu.au/current_students/psyc2_3/admin_guide/top10.shtml).

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 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 (focusing on verbal, nonverbal and/or content analysis techniques-- i.e., not the polygraph) 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 Blackboard, and echo360 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 lecture, 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 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:
- To develop a critical understanding of the major methods of research in these areas.
- To critically assess the major theories and research findings in these areas.
- To interpret statistical analyses.
- Use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs.
- 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:
- Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
- Evaluate the quality of information, including differentiating empirical evidence from speculation.
- Evaluate issues and behaviour using different theoretical and methodological approaches.
- 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:
- Recognise and respect social, cultural, linguistic, spiritual and gender diversity.
- 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).
- Understand how prejudicial attitudes and discriminatory behaviours might exist in oneself and in others.
- Recognise and promote ethical practice in research.
- 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:
- Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
- Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing).
- Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.
- 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:
- To develop an awareness of the applications of the theories and research findings in Applied Psychology.
- Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
- Understand major areas of Applied Psychology
- 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.

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

Student feedback is very important to us and we do our best to incorporate student evaluations into our teaching and unit coordination. For example, we originally didn’t record our lectures using Lectopia, however we responded to student feedback and implemented the recording system. On Unit of Study Evaluations this has resulted in 28% more students agreeing that computer-based resources helped their learning. We have also changed the tutorial content quite extensively to achieve better evaluations. We have added four new tutorials and provided tutors with extensive instructions using a comprehensive tutor manual that we revise and refine each year. On Unit of Study Evaluations this has resulted in 33% more students agreeing that tutorials are worthwhile. These changes that we have made, among others, have been very popular and consequently overall satisfaction with the quality of the unit has increased substantially.
### Lecture Schedule 2012

**Tuesday’s lectures are at 3pm in Bosch Lecture Theatre 4**  
**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>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>31/07/12</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>02/08/12</td>
<td>Helen</td>
<td>Workplace selection</td>
<td>Chapter 1</td>
<td>Introduction to Organisational Psychology and assignment</td>
</tr>
<tr>
<td>2</td>
<td>07/08/12</td>
<td>Helen</td>
<td>Training employees</td>
<td>Chapter 2</td>
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<tr>
<td>2</td>
<td>09/08/12</td>
<td>Helen</td>
<td>Teamwork and leadership</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>14/08/12</td>
<td>Helen</td>
<td>Job performance and satisfaction</td>
<td>Chapter 4</td>
<td>Quiz #1: Organisational Psychology (Weeks 1-2)</td>
</tr>
<tr>
<td>3</td>
<td>16/08/12</td>
<td>Helen</td>
<td>Introduction to Forensic Psychology</td>
<td>Chapter 5</td>
<td>Risk assessment and treatment of offenders</td>
</tr>
<tr>
<td>4</td>
<td>21/08/12</td>
<td>Helen</td>
<td>Criminal offenders</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>23/08/12</td>
<td>Helen</td>
<td>Lies and the detection of deception</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>28/08/12</td>
<td>Helen</td>
<td>Eyewitness testimony</td>
<td>Chapter 7</td>
<td></td>
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<tr>
<td>5</td>
<td>30/08/12</td>
<td>Helen</td>
<td>Police psychology</td>
<td>Chapter 8</td>
<td>Quiz #2: Forensic Psychology (Weeks 3-5)</td>
</tr>
<tr>
<td>6</td>
<td>04/09/12</td>
<td>Helen</td>
<td>Victims of crime</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>06/09/12</td>
<td>Barbara</td>
<td>What is health? What is Health Psychology?</td>
<td>Chapter 11 &amp; 12</td>
<td>Risk taking behaviours</td>
</tr>
<tr>
<td>7</td>
<td>11/09/12</td>
<td>Barbara</td>
<td>Risk behaviour and health enhancing behaviours</td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>13/09/12</td>
<td>Barbara</td>
<td>Models in Health Psychology</td>
<td>Chapter 14</td>
<td>No Tutorial</td>
</tr>
<tr>
<td>8</td>
<td>18/09/12</td>
<td>Barbara</td>
<td>Interventions with individuals</td>
<td>Chapter 15</td>
<td>Assignment DUE 17/09/12</td>
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<tr>
<td>8</td>
<td>20/09/12</td>
<td>Barbara</td>
<td>Interventions with populations</td>
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**BREAK**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecturer</th>
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<th>Chapter in custom textbook</th>
<th>Tutorial Topic</th>
</tr>
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<tbody>
<tr>
<td>9</td>
<td>02/10/12</td>
<td>Barbara</td>
<td>Qualitative research in health psychology</td>
<td></td>
<td>Models of health* Quiz #3: Health (Weeks 6-8)</td>
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<tr>
<td>9</td>
<td>04/10/12</td>
<td>Barbara</td>
<td>Managing stress; Stress and illness moderators</td>
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<tr>
<td>10</td>
<td>09/10/12</td>
<td>Barbara</td>
<td>Doctor/patient communications</td>
<td>Chapter 16</td>
<td>Stress and Pain</td>
</tr>
<tr>
<td>10</td>
<td>11/10/12</td>
<td>Barbara</td>
<td>Pain</td>
<td>Chapter 20</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>16/10/12</td>
<td>Barbara</td>
<td>Quality of Life</td>
<td>Chapter 17&amp; 18</td>
<td>Support groups Quiz #4: Health (Weeks 9-10)</td>
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<tr>
<td>11</td>
<td>18/10/12</td>
<td>Catalina</td>
<td>Inequalities in health</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>23/10/12</td>
<td>Catalina</td>
<td>Being ill: 1</td>
<td>Chapter 19</td>
<td>Aboriginal &amp; Torres Strait Islanders’ health and welfare</td>
</tr>
<tr>
<td>12</td>
<td>25/10/12</td>
<td>Catalina</td>
<td>Psychosexual adjustment and illness</td>
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</tr>
<tr>
<td>13</td>
<td>30/10/12</td>
<td>Catalina</td>
<td>Death, dying, and bereavement</td>
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</tr>
<tr>
<td>13</td>
<td>01/11/12</td>
<td>Catalina</td>
<td>Being ill: 2&amp; Conclusion</td>
<td>Chapter 19</td>
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</tr>
</tbody>
</table>

*Please note that students in the Monday tutorials will have to attend another tutorial this week due to the Labour Day holiday.*
Academic Dishonesty and Plagiarism

1. It is your responsibility to know what academic dishonesty and plagiarism are. Here is the link to the University’s policy:


Make sure that you understand what counts as academic dishonesty and the various types of plagiarism. The Library’s http://www.library.usyd.edu.au/skills/ ‘Plagiarism and Academic Honesty’ program will help.

2. Note that:

   i) the School of Psychology will penalise all submitted work that is plagiarised.

   ii) Students should note that all assignments (including group projects) will be run through similarity detecting software. This software detects similarities between (a) your assignment and both print and online sources, and (b) assignments submitted by other students, from both current and previous years. If similarities are found, they will be investigated so as to determine the nature of the plagiarism. See Part 5 of the University’s policy.

Avoiding plagiarism – key points

• Plagiarism is a serious offence and may result in failure in the course. Even where students are completing an exercise together, each student must submit separate written work. Incorporation of any material from another student’s assignment is regarded as plagiarism.

• In writing essays or reports to meet coursework requirements, you should use your own words. In some contexts (e.g., theoretical research) it is appropriate to use an occasional quotation. This should be indicated in the conventional way by enclosing the passage within quotation marks and by providing a precise (page number) reference for the source of the quote. In many contexts, especially reports of empirical work, quotations are best avoided.

• “Using your own words” means that you should not borrow from the writing of others – whether from fellow students or published authors. For example, it is not acceptable to base an essay on text from various sources that you have then edited to some degree – even if you cite these sources. First of all, there is the ethical issue arising from the dishonesty of presenting as your own work something which is essentially the work of others. In addition, there are good educational reasons for avoiding this, even where you feel that someone else has expressed some idea far more clearly than you could. One reason is that you must learn to express yourself clearly in writing; like most other skills, this only comes with practice. Another, is the failure to understand information or ideas at all thoroughly if all you have done is reproduce (with some editing) what someone else has written about the topic.

• When you express in your own words what you have learned from various sources, you should cite each source. The standard convention for most written work in psychology is to list references at the end of your essay or report, rather than, for example, to use footnotes. To express some idea without giving a citation implies

• University of Sydney – Syllabus of Senior Psychology 3, 2012 page 6 that it is your own idea. Therefore, if it is in fact an idea obtained from someone else, this needs to be acknowledged. Listing a set of sources implies that you have read them all. Therefore, you should list as references only those you have actually read. If you are depending on a secondary source, then make this clear, e.g., ... salivary conditioning (Pavlov, 1927; cited in Mazur, 1998).

• The points made here also apply to non-textual material. For example, graphs or tables of data included in a report should be your own work and not copied from others. Very occasionally you may need to ‘quote’ a figure from some other source; if you do so, you should make its origin quite clear.

• In general, avoid letting other students use your work for any kind of assessment. On the rare occasion where this may be appropriate, make sure that the other student acknowledges your contribution as the original author.

• In some cultures, students show their respect for a teacher by copying what the teacher has said or written. In Australian University education, copying a teacher (even if paraphrasing) is plagiarism if the source is not cited.

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/

Matthew Davis is the Faculty Liaison Librarian for Psychology. Matthew is available to help you find and use library resources for your assignments or research. You can email him at library.psychology@sydney.edu.au or phone on 9351 3629. The Psychology Librarian is located at Badham Library, level 1, Badham Building, Science Rd, Camperdown Campus.

**Psychology books in high demand**
The 2 hour collection is located on Level 3 of Fisher Library. Most of your required and recommended items from the reading lists will be here. You can find a list of your required readings in the catalogue by searching under your Unit of Study code. Some material in the list is also available to read online.


**Psychology subject guide**
There is a comprehensive subject guide that includes links to psychology databases, internet resources, information on tests and measurements and more. Take a look at [http://libguides.library.usyd.edu.au/psychology](http://libguides.library.usyd.edu.au/psychology)

You can also enrol in free research, database and EndNote training classes on this site.

**Need a refresher after vacation?**
Watch and listen to these online learning objects and get back up to speed with information literacy skills on topics such as research, essay writing and referencing.