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 essay is due on 20th September 2013 at 4pm. Information regarding assignment submission and late penalties is detailed on page 7.

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: Training**
Imagine that you are the human resources director for the NSW Police Force and you have been asked to review the training process of new police recruits. Your aim is to critically evaluate psychological research on police training and provide your opinion regarding best practice training 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: Eyewitness Memory**
Imagine that NSW Police are undertaking a review of their policies with regard to the collection and use of witness memory evidence. You have been asked to review the latest psychological research on this topic and draw up a draft policy. Your response should include a critical review of the available research and your policy recommendations must be clearly justified in light of the empirical evidence.

**Topic #3: Health Psychology**
It is estimated by the World Health Organization that 50% of the patients with a chronic disease do not adhere to their treatment. Using models of health behaviour may help in predicting and improving adherence among chronically ill patients. Specifically considering adherence behaviours in Diabetes OR Cancer

Empirically review the literature to investigate the efficacy of using ONE of the following theories to predict adherence:

- Social Cognition Theory
- Theory of Planned Behaviour
- Transtheoretical model
- Common Sense model of Illness

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:

- **Chapters 1-7, 10-12, 15-16 from:** Morrison, V., Bennett, P., Butow, P., Mullan, B., & White, K. (2012). *Introduction to Health Psychology in Australia* (2nd ed.). Australia: Pearson Education Ltd.
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 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 will be developed through lectures, tutorials and assessment activities:

**Graduate Attribute 1: Core Knowledge and Understanding of Applied Psychology**

Students will acquire an understanding of core topics in the discipline (and how they can be applied in organisational, forensic, and/or health settings). Knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends will be assessed in the quizzes and final exam. Key core topics include:

i. abnormal psychology
ii. biological bases of behaviour
iii. cognition, information processing and language
iv. learning
v. motivation and emotion
vi. social psychology
vii. history and philosophy or psychology
viii. intercultural diversity and indigenous psychology

**Graduate Attribute 2: Research Methods in Psychology**

Students will understand, apply, and evaluate basic research methods in psychology. Knowledge and understanding of research design, data analysis (including qualitative and quantitative methods), and data interpretation will be assessed in the quizzes and final exam.

**Graduate Attribute 3: Critical Thinking Skills**

Students will apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes. Students will learn to evaluate the quality of information, including differentiating empirical evidence from speculation. They will use reasoning and evidence to recognise, develop, defend, and criticise arguments and
persuasive appeals. Critical thinking skills will be assessed in the essay and the short answer component of the final exam.

**Graduate Attribute 4: Values, research, and professional ethics**

Students will 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). This will be assessed in the essay.

**Graduate Attribute 5: Communication Skills**

Students will demonstrate effective written communication using American Psychological Association (APA) structure and formatting conventions. This will be assessed in the essay. Students will demonstrate effective oral communication skills in various formats (e.g., group discussion, presentation, tutorial activities) and for various purposes (e.g., interviewing in organisational, forensic, and health settings). Oral communication skills will not be assessed.

**Graduate Attribute 6: Learning and the Application of Psychology**

Students will be able to describe major areas of Applied Psychology (i.e., organisational, forensic, and health psychology). They will be able to understand and apply psychological principles to personal and social issues. For example, they will be able to apply knowledge of psychology, society, and the workplace/influencing systems. They will be able to apply knowledge of consumer and carer participation in psychological care. Learning and the application of psychology will be assessed in the quizzes, essay, and exam.

**Student Learning Outcomes**

At the end of this unit of study students will be able to:

i. Define health within a biopsychosocial framework
ii. Describe and critically evaluate the key models and theories in Health Psychology
iii. Define qualitative research and distinguish between main qualitative approaches
iv. Describe sociocultural, psychosocial and systemic factors which impact illness/treatment outcomes
v. Describe the psychosocial and sociocultural factors that influence the experience of illness amongst patients and their families.
vi. Describe the role of doctor-patient-family communication in influencing illness outcomes
vii. Discuss inequalities in health, including SES inequalities and ATSI
viii. Describe the application of psychological theory and research to:

- Health behaviours
- Illness
- Preparation for hospitalization
- The management of adverse psychological sequelae arising from illness/treatment/hospitalization
- Health risk and health enhancing behaviours
ix. Describe and critically evaluate key empirical studies and theories in Forensic Psychology including:

- Theories of crime
- Treatment and assessment of offenders
- Detection of deception
- Eyewitness memory
- Police selection, discretion, and stress
- Victims of crime

x. Describe and critically evaluate key empirical studies and theories in Organisational Psychology including:

- Job analysis
- Selection
- Training
- Leadership and teamwork
- Job performance and satisfaction

**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.
<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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<tr>
<td>1</td>
<td>30/07/13</td>
<td>Helen</td>
<td>Introduction/ What is Organisational Psychology/ Job analysis</td>
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<td>Training employees</td>
<td>Chapter 2</td>
<td>Introduction to Organisational Psychology and assignment</td>
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<td>13/08/13</td>
<td>Helen</td>
<td>Job performance and satisfaction</td>
<td>Chapter 4</td>
<td>Workplace selection</td>
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<td>Helen</td>
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<td></td>
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<td>Chapter 5</td>
<td>Risk assessment and treatment of offenders</td>
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<td>Eyewitness testimony</td>
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<td>29/08/13</td>
<td>Helen</td>
<td>Police psychology</td>
<td>Chapter 7</td>
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<td>05/09/13</td>
<td>Barbara</td>
<td>What is health? What is Health Psychology?</td>
<td>Chapter 9</td>
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<td>10/09/13</td>
<td>Vanessa</td>
<td>Risk behaviour and health enhancing behaviours</td>
<td>Chapter 11 &amp; 12</td>
<td>Risk taking behaviours</td>
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<td>12/09/13</td>
<td>Jemma</td>
<td>Models in Health Psychology</td>
<td>Chapter 13</td>
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<td>Barbara</td>
<td>Interventions with individuals</td>
<td>Chapter 14</td>
<td>Models of health Assignment DUE 20/09/13</td>
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<td>Catalina</td>
<td>Inequalities in health</td>
<td>Chapter 10</td>
<td>Aboriginal &amp; Torres Straits Islanders’ health and welfare Quiz #3: Health (Weeks 6-8)</td>
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<td>26/09/13</td>
<td>Catalina</td>
<td>Managing stress; Stress and illness moderators</td>
<td>Chapter 17 &amp; 18</td>
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<tr>
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<td>Catalina</td>
<td>Pain</td>
<td>Chapter 20</td>
<td>Stress and Pain Quiz #4: Health (Weeks 9-10)</td>
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<td>Ilona</td>
<td>Qualitative research in health psychology</td>
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<td>12</td>
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<td>Ilona</td>
<td>Doctor/patient communications</td>
<td>Chapter 16</td>
<td>Support groups</td>
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<td>12</td>
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<td>Ilona</td>
<td>Psychosexual adjustment and illness</td>
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<tr>
<td>13</td>
<td>29/10/13</td>
<td>Ilona</td>
<td>Death, dying, and bereavement</td>
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<td>Palliative care and survivorship Quiz #5: Health (Weeks 11-12)</td>
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<td>31/10/13</td>
<td>Ilona</td>
<td>Survivorship &amp; Conclusion</td>
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<tr>
<td>14</td>
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<td>STUDY VACATION</td>
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<td>15</td>
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<td>EXAMS (TBA)</td>
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<td>EXAMS (TBA)</td>
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Submitting your assignment:

- You will submit your assignment online. It will be marked online, and returned to you with comments online.
- This means it is critical that you submit online correctly. It is your responsibility to ensure you submit online on time and correctly. The due time is 4PM on Friday September 20th. The submission time is recorded electronically, and even one second past the due time is recorded as being late.
  - If you do not have access to a reliable DESKTOP computer and internet connection, have a backup plan, come into University to a Computer lab to submit, submit from the tutorial room with your tutor’s help, or have a friend whose computer you will use (do not give them access to your assignment though).
  - ALLOW EXTRA TIME even if you have a normally perfect computer and internet connection. We strongly suggest you begin attempting to submit the night before the due date at the latest. If you have any issues you can always come into university and use a computer here.
  - If you are being sensible and allowing extra time (at least a day) to submit then even if there are any congestion or network issues you should be fine.
  - Ensure that you put your tutor’s name in the submission title field when submitting your assignment. This will allow your tutor to find the assignment.
- The online assignment submission link will be available a full week before the due date and you can practice submitting as much as you want until the due time. Note that each submission will overwrite and replace the previous one, so ensure that you have checked that your final correct submission is online the evening before the cut-off.
- Follow all instructions (which will be posted on Blackboard) relating to the submission of your assignment.
- Part of this assessment is the requirement that you submit your assignment online. Do not email your assignment to anyone else (especially your tutor) and ask them to submit it online for you.
- Ensure you submit the correct file. The submission process shows you a complete preview of your entire submission, and the digital receipt shows the entire first page of the submission.
- Note that once the official due date/time has passed (4PM, 20th Sep), a late link will appear for the next week.

Penalties applying to the submission of assignments

| Assignment submitted late, to 7 days late (i.e. 1 second after 4pm on 20 Sep to 4pm on 27 Sep) | -10 |
| Assignment submitted 7 to 14 days late (i.e. 1 second after 4pm on 27 Sep to 4pm on 4 Oct) | -20 |
| Assignment submitted 14 to 21 days late (i.e. 1 second after 4pm on 4 Oct to 4pm on 11 Oct) | -30 |
| No assignment submitted before 4pm, 11th October | No mark awarded; alternate assignment must be requested from psychology.info@sydney.edu.au and a serious attempt submitted on time to avoid AF (absent fail) |
| No assignment of any kind submitted | AF (absent fail) for PSYC3020 |

Note that these penalties may be modified by a successful application for SPECIAL CONSIDERATION (see section ahead), however this does not apply to the final possible submission date and time of 4pm, 11th October for the original assignment topic. All assignments must be received by 4pm on that date, because assignments on the same topic will be returned to students shortly after.

After 4pm, 11th October if you still have not completed and submitted an essay, you must request an alternate assignment from psychology.info@sydney.edu.au.

SPECIAL CONSIDERATION (INCLUDES REQUESTS FOR EXTENSIONS)

What to do:

- Understand that the Faculty of Science is in charge of Special Consideration for Psychology, regardless of what Faculty your degree originates in.
- Start by going to the Faculty of Science Webpage, and downloading the ‘Special Consideration’ pack http://sydney.edu.au/science/cstudent/ug/forms.shtml#special_consideration
• The application pack contains a section, which your practitioner must fill out. Keep this in mind, and plan a trip to your practitioner after you have obtained this form for them.
• Once you have completed your application, submit it to the Faculty of Science Office in person (Level 1 Carslaw building).

Important:
• If you are applying for Special Consideration, that usually means you have been sick or still are sick – and since the forms need to be submitted in person, you might want to ask a friend or family member to do this for you.
• Lodge your application within five working days of the assessment task for which consideration is sought. This is most important. The Faculty of Science will not accept late applications unless the illness itself is prolonged. “Within five working days” means no earlier than five working days before and no later than five working days after.
• Special Consideration exists to allow students who have suffered sickness or misadventure, flexibility in how they complete the course. It does not exist so that students may miss large amounts of course content, and we then ’estimate’ your performance had you actually been able to attend. If you have a prolonged illness which is making you miss more than one assessment component and a large amount of course content, consider contacting DISABILITY SERVICES for advice (see next section), or rather than attempting to lodge a huge special consideration application, you might be better off applying to discontinue not fail (DNF).
• Special Consideration is not an option for students who wait until the final marks are made available (and just fail or go worse than they expected) to let us know there was a problem. If you are not sure whether a misadventure has affected you, it is wise to lodge a special consideration at the time just in case. Allowing you to find excuses for your poor performance after the fact is not what special consideration is for.

For the different components of PSYC3020

ASSIGNMENT (Due 4PM Sep 20th)
If you suffer illness or misadventure while completing your assignment, apply for special consideration within five working days of the due date and ask for an extension. Do not submit an assignment while sick, and expect to have marks added to it; instead, apply for an extension, and complete your assignment while you are well. Also note that you will most likely be given an extension for the amount of time you are considered to have been affected. Since it takes time for paperwork to be processed, and/or you may have submitted your application after the due date, you may receive notice of a new due date after that date has passed. So ensure you submit your assignment as soon as you are able, or at least before you expect an extension will be granted for. Note that 4pm on the 11th October is the last day we will accept assignments on the original topics with or without extensions.

Also note that because the assignment is online submission only, technical problems are not considered grounds for special consideration. You are strongly advised to attempt to submit your assignment online, at the latest, the night before the due date. If something goes wrong you can always come into University on the due date and we can assist you to submit. If you ignore this advice and suffer a technical problem or network congestion on the due date, then that incident is not covered under special consideration.

THE QUIZZES

You are required to sit your quizzes in your registered tutorial. If you can't make it, in exceptional circumstances you can go to another class if you have permission from the coordinator and the tutor of that class; if you can't make any class for the whole week due to illness/misadventure you should submit special consideration for a supplementary quiz.

FINAL EXAMINATION
If you are ill close to the final examination, consider whether you will sit it. If you choose to sit it while ill, you can still apply for special consideration within 5 working days of the examination, and you may be offered a supplementary exam at a later date. If you choose not to sit the exam, then apply for special consideration within 5 working days and you may be offered a supplementary exam at a later date. We will give you information about the time and location of any supplementary exam via email.
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 6that 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. [http://www.library.usyd.edu.au/skills/](http://www.library.usyd.edu.au/skills/)