<table>
<thead>
<tr>
<th><strong>Unit of Study Code:</strong></th>
<th>PSYC3020</th>
</tr>
</thead>
</table>
| **Coordinator:**        | Dr Helen Paterson  
Office: Room 439 Brennan MacCallum Building  
Contact: 9036 9403; helen.paterson@sydney.edu.au |
| **Other lecturing staff:** | A/Prof Anthony Grant  
Office: Room 424 Brennan MacCallum Building  
Contact: 9351 6792; anthony.grant@sydney.edu.au |
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Office: Room 445 Brennan MacCallum Building  
Contact: 9351 8930; karen.gonsalkorale@sydney.edu.au |
| | A/Prof Ilona Juraskova  
Office: Room 446 Brennan MacCallum Building  
Contact: 9351 6811; ilona.juraskova@sydney.edu.au |
| | Dr Rebekah Laidsaar-Powell  
Office: Room 442 Brennan MacCallum Building  
Contact: 9036 5289; rebekah.laidsaar-powell@sydney.edu.au |
| **Format of Unit:**     | 2 x 1 hour lectures/week x 13 weeks  
1 x 2 hour tutorial for 10 weeks |
| **Credit Point Value:** | 6 Credit Points |
| **Time Commitment:**   | 4 hours face to face per week; 8 hours private study per week |
| **Lecture attendance:** | Required. 80% recommended to pass unit. Audio recordings made of most lecture content and most slides posted online. |
| **Tutorial attendance:** | Required. 80% recommended to pass unit. Attendance recorded. |
| **Prerequisites:**      | Students must have completed 12 credits points in Junior Psychology and 12 credit points in Intermediate Psychology |
Completion of these assessments is compulsory to pass this unit. Students who fail to complete any of these components will receive an Absent Fail, regardless of their marks in other assessments.

Please note that:
- All assessments in PSYC3020 must be completed individually (not as groups).
- In PSYC3020 no minimum mark for any assessment automatically results in a fail. If your marks for all assessment tasks add up to 50 or more, you will pass the unit.

<table>
<thead>
<tr>
<th>Component</th>
<th>When?</th>
<th>When returned? (Closing date)</th>
<th>Assessment Weighting</th>
<th>Compulsory</th>
<th>Assessment type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #1</td>
<td>Week 4 Tutorial</td>
<td>1-2 week(s) after quiz</td>
<td>4%</td>
<td>No</td>
<td>Tutorial quiz</td>
</tr>
<tr>
<td>Quiz #2</td>
<td>Week 6 Tutorial</td>
<td>1-2 week(s) after quiz</td>
<td>4%</td>
<td>No</td>
<td>Tutorial quiz</td>
</tr>
<tr>
<td>Quiz #3</td>
<td>Week 9 Tutorial</td>
<td>1-2 week(s) after quiz</td>
<td>4%</td>
<td>No</td>
<td>Tutorial quiz</td>
</tr>
<tr>
<td>Quiz #4</td>
<td>Week 11 Tutorial</td>
<td>1-2 week(s) after quiz</td>
<td>4%</td>
<td>No</td>
<td>Tutorial quiz</td>
</tr>
<tr>
<td>Quiz #5</td>
<td>Week 13 Tutorial</td>
<td>1-2 week(s) after quiz</td>
<td>4%</td>
<td>No</td>
<td>Tutorial quiz</td>
</tr>
<tr>
<td>Assignment (2500 Word Essay)</td>
<td>Monday 12th September (Week 8)</td>
<td>Monday 10th October (Week 11)</td>
<td>30%</td>
<td>Yes*</td>
<td>Written Assignment</td>
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<tr>
<td></td>
<td></td>
<td>*NB – this is the last possible date and time for submission of the assignment with or without extensions</td>
<td></td>
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<tr>
<td>Exam</td>
<td>During exam period at the end of semester</td>
<td>University Final Results Release Date</td>
<td>50%</td>
<td>Yes*</td>
<td>Final exam</td>
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</tbody>
</table>

*Completion of these assessments is compulsory to pass this unit. Students who fail to complete any of these components will receive an Absent Fail, regardless of their marks in other assessments.
Assessment standards and criteria

Tutorial Quizzes: 5 tutorial quizzes, each worth 4% of the total marks for this unit of study (Total = 20%). Each quiz will consist of 10 multiple choice questions. Quizzes will assess the following information:

- Quiz #1: Assesses weeks 1-3 Organisational Psychology lectures, tutorials & readings
- Quiz #2: Assesses Weeks 4-5 Consumer Psychology lectures, tutorials & readings
- Quiz #3: Assesses Weeks 6-8 Forensic Psychology lectures, tutorials & readings
- Quiz #4: Assesses Weeks 9-10 Health Psychology lectures, tutorials & readings
- Quiz #5: Assesses Weeks 11-12 Health Psychology lectures, tutorials & readings

Essay: (worth 30% of total mark). 2,500 word essay due on 12th September 2016 (week 8). Information regarding assignment submission and late penalties is detailed in the Psychology Student Guide

The essay is a compulsory assessment and must be:

- Within 5% of the word limit (2500 words, not including the abstract, citations, quotes, footnotes, and references list)
- On the correct topic, and in the correct format
- Written wholly by you for this assignment

Otherwise it will not be considered a serious attempt. Because this is a compulsory assessment requirement, if you do not submit a serious attempt for the essay you will receive an AF (Absent fail) for PSYC3020.

A full marking rubric and guidelines for writing the assignment will be posted on the eLearning site.

Examination*: (50% of the total mark). Multiple choice and short-answer questions based on lectures, set readings and tutorials

Late penalties

You will receive a penalty of 2% of the maximum value of the Essay assignment (e.g. 2 marks / 100) for each day (or part thereof) it is late, up to the closing date of the assignment, after which no more submissions will be accepted.
Assuring the Academic Integrity of PSYC3020

All written assignments will be submitted to Turnitin similarity detecting software in this unit. If we suspect your assignment has been written by someone else, we reserve the right to ask you to explain and defend the work you have submitted as your own, in person.

If you are a commencing student at the University of Sydney you are required to complete the Academic Honesty Education Module. Please do this before you submit any written work to any unit of study.

To assure the integrity of our final exam, all replacement exams will be in a different format with entirely different questions.

All Special Consideration requests are now processed centrally and Professional Practitioners certificates will be cross checked with medical service providers. Keep a hard copy of all documentation you submit until you graduate.

Disruptions to your study

If your assessments are disrupted by illness or misadventure or unavoidable community commitments, apply for Special Consideration or Special Arrangements online here: http://sydney.edu.au/current_students/special_consideration/index.shtml

If you have (or develop) a continuing issue, register with Disability Services here: www.sydney.edu.au/disability

In this unit of study Simple Extensions are not granted. Apply formally for special consideration using the link above if you require any extension.

Note that students who apply for and are granted either special arrangements or special consideration for examinations in units offered by the Faculty of Science will be expected to sit any replacement assessments in the two weeks immediately following the end of the formal examination period. Later dates for replacement assessments may be considered where the application is supported by appropriate documentation and provided that adequate resources are available to accommodate any later date.

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, Organisational and Consumer Con 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; 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. Consumer Psychology will be discussed.
Lectures:
Lecture slides will be posted on Sydney eLearning, 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. Attendance is required and 80% attendance is recommended to pass the unit. Please **do not** apply for special consideration for tutorial attendance (unless you have missed a quiz).

3. **Tutorial Quizzes.** If you miss a quiz due to exceptional circumstances you should contact the course coordinator immediately. If there is space, you may get permission to attend an alternative tutorial that week. If there is no space or if you can't make any class for the whole week due to illness/misadventure you should submit special consideration for a supplementary quiz (see section on Disruptions to your study).

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.
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 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, consumer, 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., forensic, organisational, consumer, 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. Describe and critically evaluate key empirical studies and theories in Organisational Psychology including:
   - Job analysis
   - Selection
   - Training
   - Motivation
   - Leadership

ii. Describe and critically evaluate key empirical studies and theories in Consumer Psychology including:
   - The psychology of brands
   - Consumption and happiness
   - Consumer decision making

iii. Describe and critically evaluate key empirical studies and theories in Forensic Psychology including:
   - Theories of crime
   - Treatment and assessment of offenders
iv. Describe and critically evaluate key empirical studies and theories in Health Psychology including:

- Models of health behaviour
- Health risk and health enhancing behaviours
- Individual and public health interventions for behaviour change
- Doctor-patient-family communication and decision-making
- The management of psychological sequelae arising from illness/treatment/hospitalisation
- The experiences of vulnerable groups including children and adolescents experiencing chronic illness and family caregivers
- Important timepoints in the illness trajectory including diagnosis, survivorship, and end-of-life
- Qualitative research

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:
Students will be asked to complete a feedback questionnaire during the final week of semester. Student feedback is very important to us and we do our best to incorporate student evaluations into our teaching and unit coordination.
Class Schedule 2016

Tuesday’s lectures are at 3pm in Carslaw Lecture Theatre 159
Thursday’s lectures are at 10am in Carslaw Lecture Theatre 159
All tutorials will be held in TC Psych Comp Lab 405

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecturer</th>
<th>Lecture Title</th>
<th>Tutorial Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>26/07/16</td>
<td>Helen</td>
<td>Course Introduction/ Introduction in Organizational Psychology</td>
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<tr>
<td>1</td>
<td>28/07/16</td>
<td>Helen</td>
<td>Workplace selection</td>
<td>No Tutorial</td>
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<tr>
<td>2</td>
<td>02/08/15</td>
<td>Helen</td>
<td>Training</td>
<td>Introduction to applied psychology</td>
</tr>
<tr>
<td>2</td>
<td>04/08/15</td>
<td>Tony</td>
<td>Motivation and Goal Striving</td>
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<tr>
<td>3</td>
<td>09/08/15</td>
<td>Tony</td>
<td>Leadership</td>
<td>Organisational Psychology</td>
</tr>
<tr>
<td>3</td>
<td>11/08/15</td>
<td>Karen</td>
<td>Introduction to Consumer Psychology</td>
<td></td>
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<tr>
<td>4</td>
<td>16/08/15</td>
<td>Karen</td>
<td>Psychology of brands I</td>
<td>Organisational Psychology  Quiz #1: Organisational Psychology  (assesses Weeks 1-3)</td>
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<tr>
<td>4</td>
<td>18/08/15</td>
<td>Karen</td>
<td>Psychology of brands II</td>
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<tr>
<td>5</td>
<td>23/08/15</td>
<td>Karen</td>
<td>Consumption and happiness</td>
<td>Consumer Psychology</td>
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<tr>
<td>5</td>
<td>25/08/15</td>
<td>Karen</td>
<td>Consumer decision making</td>
<td></td>
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<tr>
<td>6</td>
<td>30/08/15</td>
<td>Helen</td>
<td>Introduction to Forensic Psychology</td>
<td>Risk assessment and treatment of offenders Quiz #2: Consumer Psychology (assesses Weeks 4-5)</td>
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<tr>
<td>6</td>
<td>01/09/15</td>
<td>Helen</td>
<td>Criminal offenders</td>
<td></td>
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<tr>
<td>7</td>
<td>06/09/15</td>
<td>Helen</td>
<td>Lies and the detection of deception</td>
<td>Eyewitness memory</td>
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<tr>
<td>7</td>
<td>08/09/15</td>
<td>Helen</td>
<td>Eyewitness testimony</td>
<td></td>
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<tr>
<td>8</td>
<td>13/09/15</td>
<td>Helen</td>
<td>Police psychology</td>
<td>No tutorials</td>
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<tr>
<td>8</td>
<td>15/09/15</td>
<td>Helen</td>
<td>Victims of crime</td>
<td>Assignment due 12/09/16</td>
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<tr>
<td>9</td>
<td>20/09/15</td>
<td>Rebekah</td>
<td>Introduction to health psychology, models of health behaviour</td>
<td>Models of health behaviour Quiz #3: Forensic Psychology (assesses Weeks 6-8)</td>
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<tr>
<td>9</td>
<td>22/09/15</td>
<td>Rebekah</td>
<td>Health risk and enhancing behaviours</td>
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<tr>
<td>10</td>
<td>04/10/15</td>
<td>Rebekah</td>
<td>Interventions- Individual and public health</td>
<td>No tutorials (Monday 3rd is a public holiday)</td>
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<td>10</td>
<td>06/10/15</td>
<td>Rebekah</td>
<td>Qualitative research</td>
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<td></td>
<td>Date</td>
<td>Instructor</td>
<td>Topic</td>
<td>Quiz/Assessment</td>
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<tr>
<td>11</td>
<td>11/10/15</td>
<td>Rebekah</td>
<td>Patient and family health decision-making</td>
<td>Health risk/enhancing behaviours and interventions</td>
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<tr>
<td>11</td>
<td>13/10/15</td>
<td>Rebekah</td>
<td>Doctor-patient-(and family) communication</td>
<td>QUIZ #4: assesses Health Psychology (Weeks 9-10)</td>
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<tr>
<td>12</td>
<td>18/10/15</td>
<td>Rebekah</td>
<td>Illness and young age</td>
<td>Doctor-patient-family communication</td>
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<td>12</td>
<td>20/10/15</td>
<td>Ilona</td>
<td>Psychosexual adjustment to illness</td>
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<tr>
<td>13</td>
<td>25/10/15</td>
<td>Ilona</td>
<td>End of life issues and palliative care</td>
<td>Palliative care and survivorship</td>
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<tr>
<td>13</td>
<td>27/10/15</td>
<td>Ilona</td>
<td>Cancer survivorship</td>
<td>QUIZ #5: assesses Health Psychology (Weeks 11-12)</td>
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<tr>
<td>14</td>
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<td>STUDY VACATION</td>
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<tr>
<td>15</td>
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<td>EXAMS (TBA)</td>
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<tr>
<td>16</td>
<td></td>
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<td>EXAMS (TBA)</td>
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# Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
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</table>
| 1    | **Introduction to Organisational Psychology**  
| 1    | **Workplace Selection**  
*As above* |
| 2    | **Training**  
| 2    | **Leadership**  
| 3    | **Motivation**  
| 3    | **Introduction to Consumer Psychology**  
| 4    | **Psychology of brands I**  
| 4    | **Psychology of brands II**  
| 5    | **Consumption and happiness**  
| 5    | **Consumer decision making**  
*No reading* |
| 6    | **Introduction to Forensic Psychology**  
| 6    | **Criminal offenders**  
| 7    | **Lies and the detection of deception**  
| 7    | **Eyewitness testimony**  
| 8    | **Police psychology**  
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
</table>
| 8 | Victims of crime  
Chapter 4 on Victims of Crime  
Hrlow: Pearson Education Ltd. |
| 9 | Introduction to health psychology, models of health behaviour  
Chapter 5: Predicting health behaviour. In Introduction to Health Psychology in Australia. 2e. Morrison, Bennett et al. |
| 9 | Health risk and enhancing behaviours-  
AIHW (2012) Risk factors contributing to chronic disease.  
Chapters 1 & 2 |
| 10 | Interventions- individual and public health  
| 10 | Qualitative research  
Gale (2013) Using the framework method for the analysis of qualitative data in multi-disciplinary health research. BMC Medical Research Methodology |
| 11 | Patient and family health decision-making  
| 11 | Doctor-patient-(and family) communication  
Naik et al. (2012) Communicating risk to patients and the public. British Journal of General Practice |
| 12 | Illness and young age  
The Adolescent with a Chronic Condition (Michaud, 2007 WHO)  
2) The reciprocal effects of chronic condition and adolescent development.  
3) The treatment and management of chronic conditions during adolescence |
| 12 | Psychosexual adjustment to illness  
| 13 | End of life issues and palliative care  
| 13 | Cancer Survivorship  