PSYC3017 – Social Psychology
Unit of Study outline

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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:  Intermediate Psychology units including
PSYC (2013 or 2113) plus one other Intermediate Psychology Unit from
PSYC (2011 or 2111), PSYC (2012 or 2112), PSYC (2014 or 2114).

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. Attend your timetabled tutorial.
Attendance recorded. Attendance at presentation (Week 13) is mandatory.

Assessment:  Classwork*: 40% of total mark of the Unit: Practical Report (Group Work project).
Group mark (20% of report mark):
  •  Method Section (10% of report mark): due Week 6.
  •  Results (10% of report mark): due Week 9.
Individual mark (80% of report mark):
  •  Introduction (40% of report mark) & Discussion (40% of report mark): due
    Friday May 25th (Week 11).

Class Presentation:  10% of total mark of the Unit: Presentation of Research Group Work (20 mins) in Week 13 Tutorials
Final Examination*: Original final exam - 50% of total mark of the Unit: 2hr exam (multiple-choice 60% and written-answer questions 40%); written-answer only for replacement exam’s format.

*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.

NB It is very important that you read the general administrative guidelines for the School of Psychology, available on the Current Students page within the School’s website:
It is your responsibility to ensure that you are familiar with, and adhere, to the guidelines- both the School’s one (at the link above), and the course one (to be uploaded on the course’s eLearning website).

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:

PSYC3017 continues the coverage of topics in Social Psychology begun in PSYC1001 and PSYC2013. The unit is divided into topic areas, where the emphasis is on evaluating theories and the relevant evidence. Topics areas include: the self, self-conscious emotions, stigma; anti-social behaviours and strategies for their reduction – aggression, racial discrimination, sex discrimination and age discrimination; Existential Psychology—philosophical underpinning, Terror Management Theory, Meaning Maintenance Model; genes and the psychosocial environment—interaction between genes and psychosocial variables, genetic essentialism; evolutionary approach to social psychology; cross cultural and cultural psychology. Tutorials provide first-hand experience of research by involving students in a range of research projects, to be conducted by small groups, on the topics covered in the lectures.

This syllabus provides a short overview of the course. Students will receive a complete course manual in the first week to guide them through all the ins and outs of the course.

Graduate Qualities and Student Learning Outcomes for Social Psychology:

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 qualities and student learning outcomes will be developed through lectures, tutorial and assessment activities in particular. They will be assessed primarily in the laboratory report, presentation, and in the final examination.

1: Depth of disciplinary expertise Core through Understanding of Social Psychology

During the lecture stream, students will be informed of the core knowledge pertaining to each of the Social Psychology topics outlined in the ‘Unit of Study General Description’, as well as recent trends and developments in these areas, in order to facilitate students’ understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in Social Psychology.
Specific Attributes & how they will be addressed in the course:

- Acquire an understanding of core topics in the discipline (Social Psychology):
  - How it will be assessed in the course: Research Report, Presentation; Final Exam (multiple choice and short-answers).

Student learning outcomes:
(i) To stimulate an interest in the contribution of social psychologists to the understanding of changes in socialisation and group processes (both inter- and intra-group);
(ii) Ability to describe, explain and evaluate research studies examining a core area of social psychology.
(iii) Ability to chart the progression of theories in major areas in Social Psychology.

(i) Research Methods in Social Psychology
In the tutorial program, students will complete a group research experiment that will form the basis of their research report and their group presentation. During the course of conducting and writing up this experiment, students will apply and evaluate basic research methods in Social Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Specific Attributes & how they will be addressed in the course:
- Describe the basic characteristics of the science of psychology
  - How it will be assessed in the course: Not formally assessed in this course.
- Describe, apply and evaluate the different research methods used by psychologists
  - How it will be assessed in the course: Not formally assessed in this course.
- Demonstrate practical skills in laboratory-based and other psychological research
  - How it will be assessed in the course: Research Report.
- 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
  - How it will be assessed in the course: Research Report.

Student learning outcomes:
(i) To develop a critical understanding of the major methods of research in this area.
(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, spread sheet, 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.

2: Cultural competence
During the tutorial stream, students will be engaged in group based, semester-long project with other students in the unit, which is composed traditionally of culturally diverse population. Negotiating goal-oriented tasks in a supportive environment is one of the best way to positively affect cross-cultural interactions and increase competency.

3: Broader Skills
During the tutorial program, students will be taught to respect and use critical and creative thinking, sceptical inquiry, and to apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes. Critical thinking skills as well as information literacy and communication skills) will be assessed...
in the Research Report; specifically, in the Introduction, where students will be required to evaluate their research question and critique the literature in the field to date; and in the Discussion, where students will be required to critique their experiment (i.e., discuss the strengths and weakness of the experiment and how it could be improved through future research).

Specific Attributes & how they will be addressed in the course:
- Critical thinking
  - How it will be assessed in the course: Research Report.
- Communication (Oral and written)
  - How it will be assessed in the course: Research report, group presentation.
- Information literacy
  - How it will be assessed in the course: research report.
- Inventiveness
  - How it will be assessed in the course: not directly assessed.

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.

### 2018 Lecture Timetable

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>L</th>
<th>Lecturer</th>
<th>TOPIC</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>March 6</td>
<td>1</td>
<td>Dr Ilan Dar-Nimrod</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>March 7</td>
<td>2</td>
<td>Dr Ilan Dar-Nimrod</td>
<td>Social Psychology in crisis: Replicagate I</td>
</tr>
<tr>
<td>2</td>
<td>March 13</td>
<td>3</td>
<td>Dr Ilan Dar-Nimrod</td>
<td>Social Psychology in crisis: Replicagate II</td>
</tr>
<tr>
<td></td>
<td>March 14</td>
<td>4</td>
<td>Dr Ilan Dar-Nimrod</td>
<td>Existential Approach to Social Psychology</td>
</tr>
<tr>
<td>3</td>
<td>March 20</td>
<td>5</td>
<td>Dr Ilan Dar-Nimrod</td>
<td>Existential Approach to Social Psychology</td>
</tr>
<tr>
<td></td>
<td>March 21</td>
<td>6</td>
<td>Dr Ilan Dar-Nimrod</td>
<td>Genes and the Psychosocial Environment I</td>
</tr>
<tr>
<td>4</td>
<td>March 27</td>
<td>7</td>
<td>Dr Ilan Dar-Nimrod</td>
<td>Genes and the Psychosocial Environment II</td>
</tr>
<tr>
<td></td>
<td>March 28</td>
<td>8</td>
<td>Dr James Morandini</td>
<td>Sexual orientation beliefs and their implications in heterosexual and LGB individuals</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>MID-SEMESTER BREAK</td>
<td></td>
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<tr>
<td>5</td>
<td>April 10</td>
<td>9</td>
<td>Dr James Morandini</td>
<td>Social determinants of mental health in LGBQ populations: The minority stress hypothesis.</td>
</tr>
<tr>
<td></td>
<td>April 11</td>
<td>10</td>
<td>Dr Karen Gonsalkorale</td>
<td>What is the self?</td>
</tr>
<tr>
<td>6</td>
<td>April 17</td>
<td>11</td>
<td>Dr Karen Gonsalkorale</td>
<td>Self knowledge</td>
</tr>
<tr>
<td></td>
<td>April 18</td>
<td>12</td>
<td>Dr Karen Gonsalkorale</td>
<td>Self enhancement I</td>
</tr>
<tr>
<td>7</td>
<td>April 24</td>
<td>13</td>
<td>Dr Karen Gonsalkorale</td>
<td>Self enhancement II</td>
</tr>
<tr>
<td></td>
<td>April 25</td>
<td>14</td>
<td>Dr Karen Gonsalkorale</td>
<td>ANZAC Day</td>
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<tr>
<td>8</td>
<td>May 1</td>
<td>14</td>
<td>Dr Karen Gonsalkorale</td>
<td>Self verification</td>
</tr>
<tr>
<td></td>
<td>May 2</td>
<td>15</td>
<td>Dr Karen Gonsalkorale</td>
<td>Self esteem I</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Speaker</td>
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<tr>
<td>May 8</td>
<td>Dr Karen Gonsalkorale</td>
<td>Self esteem II</td>
<td></td>
<td></td>
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<tr>
<td>May 9</td>
<td>Dr Karen Gonsalkorale</td>
<td>Self conscious emotions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 15</td>
<td>Prof Fiona White</td>
<td>Aggression and violence</td>
<td></td>
<td></td>
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<tr>
<td>May 16</td>
<td>Prof Fiona White</td>
<td>Aggression/Violence reduction strategies</td>
<td></td>
<td></td>
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<tr>
<td>May 22</td>
<td>Prof Fiona White</td>
<td>Gender discrimination</td>
<td></td>
<td></td>
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<tr>
<td>May 23</td>
<td>Prof Fiona White</td>
<td>Gender discrimination reduction strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 29</td>
<td>Prof Fiona White</td>
<td>Racial discrimination</td>
<td></td>
<td></td>
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<tr>
<td>May 30</td>
<td>Prof Fiona White</td>
<td>Racial discrimination reduction strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 5</td>
<td>Prof Fiona White</td>
<td>Age discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 6</td>
<td>Mr Stefano Verrelli</td>
<td>Sexual minority discrimination and reduction strategies</td>
<td></td>
<td></td>
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<tr>
<td>June 12</td>
<td>STUVAC</td>
<td>No classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 18</td>
<td>EXAM PERIOD</td>
<td>No classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 25</td>
<td>EXAM PERIOD</td>
<td>No classes</td>
<td></td>
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</tbody>
</table>

*Please note: These lecture topics are subject to change.

Lectures are held on Tuesday 10am in Woolley Lecture Theatre N395 and Wednesday 12pm in Chemistry Lecture Theatre 1

**RECOMMENDED READINGS**

There is no textbook for this course. At a third year level, we would prefer you to read articles as opposed to secondary texts. Moreover, many of the topics presented in lectures will be discussed in far more detail than presented textbooks—you would not be able to pass the course by reading the textbook alone. The lecturers will inform you if there are any required readings for the course—these will be placed in the library. In addition, some recommended readings will be highlighted in lectures as well.

**Out of class prescribed student workload:** Library research for the report; *weekly* group meetings to complete assessment components (including: writing the Method & Results; devising hypotheses for data analysis; devising and practicing the presentation, etc); preparation/readings for tutorials and lectures.
<table>
<thead>
<tr>
<th>Assessment Title</th>
<th>Compulsory</th>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Description</th>
<th>Individual/Group</th>
<th>Length / Duration</th>
<th>Weight</th>
<th>Due Date &amp; Time</th>
<th>Closing Date and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork: Research Report</td>
<td>YES**^#</td>
<td>Submitted work</td>
<td>Assignment</td>
<td>Introduction and Discussion (Individual) &amp; Method and Results (Group) sections of the research report</td>
<td>Group And Individual</td>
<td>Method: 200-500 words; Results: 200-500 words; Introduction: 800 words &amp; Discussion: 1000 words</td>
<td>40%</td>
<td>Week 6, BEFORE your tutorial**</td>
<td>11:59pm Tuesday, June 12th</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>NO</td>
<td>In class assessments</td>
<td>Presentation</td>
<td>Group presentation on the research project</td>
<td>Group</td>
<td>15-minute presentation</td>
<td>10%</td>
<td>Week 13, at your tutorial</td>
<td>Week 13, at your tutorial</td>
</tr>
<tr>
<td>PSYC3017 final exam</td>
<td>YES*</td>
<td>Exam</td>
<td>Final Exam</td>
<td>Major PSYC3017 Exam</td>
<td>Individual</td>
<td>120min + 30 multiple choice + 3 short essay</td>
<td>50%</td>
<td>Will be scheduled during the exam period (18-30th June)</td>
<td></td>
</tr>
</tbody>
</table>

*A serious attempt is required at all compulsory assessments to avoid an Absent Fail (AF).  
^ Specific information Group sections’ submission is found on p. 8.  
# ALL sections of the Research Report are mandatory and need to show a serious attempt.  
** Assignment to be emailed to your tutor
<table>
<thead>
<tr>
<th>Assessment Title</th>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Description</th>
<th>Individual/Group</th>
<th>Length / Duration</th>
<th>Weight</th>
<th>Due Date &amp; Time</th>
<th>Closing Date and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC3017 Replacement Research Report (individual sections)</td>
<td>Submitted work</td>
<td>Assignment</td>
<td>Research Report Makeup Assignment to allow for serious attempt submissions</td>
<td>Individual</td>
<td>Introduction: 800 words &amp; Discussion: 1000 words</td>
<td>32% (additional 8% were allotted as a group)^</td>
<td>11:59pm Monday 2nd July</td>
<td>11:59pm Monday 2nd July</td>
</tr>
<tr>
<td>Replacement Presentation</td>
<td>Submitted work</td>
<td>Assignment</td>
<td>Recorded Power Point Presentation</td>
<td>Individual</td>
<td>~ 5-min recorded presentation and written script</td>
<td>10%</td>
<td>11:59pm Tuesday, June 12th</td>
<td>11:59pm Tuesday, June 12th</td>
</tr>
<tr>
<td>PSYC3017 Replacement final exam**</td>
<td>Exam</td>
<td>Final Exam</td>
<td>Major PSYC3017 Exam</td>
<td>Individual</td>
<td>120min ; 6 short essay</td>
<td>50%</td>
<td>Will be scheduled during the replacement exam period</td>
<td>Will be scheduled during the replacement exam period</td>
</tr>
</tbody>
</table>

**Available only to students with successful special consideration/special arrangements only

^ Specific information Group sections’ submission is found on p. 8.

**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](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](http://www.sydney.edu.au/disability)

**Late penalties**

You will receive a penalty of 5% of the maximum value of the Research Report assignment (5 marks / 100) for each calendar day or part thereof it is submitted after your due date. Submissions will not be accepted after the closing date of the assignment.

<table>
<thead>
<tr>
<th>Example submission time</th>
<th>Penalty Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:03am the day after due date (4 minutes late)</td>
<td>-5%</td>
</tr>
<tr>
<td>3 days and 4 seconds after due date</td>
<td>-20%</td>
</tr>
<tr>
<td>9 days and 3 hours after due date</td>
<td>-50%</td>
</tr>
</tbody>
</table>
**Group work**

The importance of group work cannot be underestimated in today's workforce in general, and research in particular. As such there will be three assessments in the unit that will be assessing a group of students rather than individuals.

Two sections of the Research Report (Method & Results) will be submitted by each group (before one's tutorial on week 6 and 9 respectively), and each carries the weight of 10% of the total Research Report’s mark. As the mark for the group sections is a group mark (i.e., each member gets the same mark unless they have been indicator of grossly insufficient contributions), each person in the group needs to see it as an individual mark and strive to do their best to maximize it. It also means that unless ALL members of the group have an approved special consideration for the time of the due submission (there are no extensions for the group sections as feedback on these sections will give an unfair advantages to late groups), the members of the group are considered to not have submitted a compulsory part of the assessment and an Absent Fail mark may be the result.

The last section, Group Presentation, will allow for another aspect of the life of a researcher to be experience- showmanship. Please impress us…

**Academic Honesty**

While the University is aware that the vast majority of students and staff act ethically and honestly, it is opposed to and will not tolerate academic dishonesty or plagiarism and will treat all allegations of dishonesty seriously.

All students are expected to be familiar and act in compliance with the relevant University policies, procedures and codes, which include:

- *Academic Honesty in Coursework Policy 2015*
- *Academic Honesty Procedures 2016*
- *Code of Conduct for Students*
- *Research Code of Conduct 2013* (for honours and postgraduate dissertation units)

They can be accessed via the University's Policy Register: [http://sydney.edu.au/policies](http://sydney.edu.au/policies) (enter "Academic Honesty" in the search field).

Students should never use document-sharing sites and should be extremely wary of using online “tutor” services. Further information on academic honesty and the resources available to all students can be found on the Academic Integrity page of the University website: [http://sydney.edu.au/elearning/student/EI/index.shtml](http://sydney.edu.au/elearning/student/EI/index.shtml)

**Academic Dishonesty and Plagiarism**

*Academic dishonesty involves seeking unfair academic advantage or helping another student to do so.*

You may be found to have engaged in academic dishonesty if you:

- Resubmit (or “recycle”) work that you have already submitted for assessment in the same unit or in a different unit or previous attempt;
Use assignment answers hosted on the internet, including those uploaded to document sharing websites by other students.

Have someone else complete part or all of an assignment for you, or do this for another student.

Except for legitimate group work purposes, providing assignment questions and answers to other students directly or through social media platforms or document (“notes”) sharing websites, including essays and written reports.

Engage in examination misconduct, including using cheat notes or unapproved electronic devices (e.g., smartphones), copying from other students, discussing an exam with another person while it is in progress, or removing confidential examination papers from the examination venue.

Engage in dishonest plagiarism.

**Plagiarism means presenting another person’s work as if it is your own without properly or adequately referencing the original source of the work.**

Plagiarism is using someone else’s ideas, words, formulas, methods, evidence, programming code, images, artworks, or musical creations without proper acknowledgement. If you use someone’s actual words you must use quotation marks as well as an appropriate reference. If you use someone’s ideas, formulas, methods, evidence, tables or images you must use a reference. You must not present someone’s artistic work, musical creation, programming code or any other form of intellectual property as your own. If referring to any of these, you must always present them as the work of their creator and reference in an appropriate way.

Plagiarism is always unacceptable, regardless of whether it is done intentionally or not. It is considered dishonest if done knowingly, with intent to deceive or if a reasonable person can see that the assignment contains more work copied from other sources than the student’s original work. The University understands that not all plagiarism is dishonest and provides students with opportunities to improve their academic writing, including their understanding of scholarly citation and referencing practices.

**Use of similarity detection software**

All written assignments submitted in this unit of study will be submitted to the similarity detecting software program known as Turnitin. Turnitin searches for matches between text in your written assessment task and text sourced from the Internet, published works and assignments that have previously been submitted to Turnitin for analysis.

There will always be some degree of text-matching when using Turnitin. Text-matching may occur in use of direct quotations, technical terms and phrases, or the listing of bibliographic material. This does not mean you will automatically be accused of academic dishonesty or plagiarism, although Turnitin reports may be used as evidence in academic dishonesty and plagiarism decision-making processes.
Contesting Marks

Students do not have an automatic right to request re-marking of class work or exam papers, but they are encouraged to discuss the assessment of their work with members of the teaching staff. Before doing so, students must make sure they have read and understood any written comments already supplied by the marker. The following remarking/appeal process must be initiated within 2 weeks of students being notified on Blackboard that assignments are ready for collection.

Students who are dissatisfied with some aspect of their assessment should:

- First consult the marker (usually their tutor), who will provide feedback for the given mark. If the tutor was not the marker of the assessment and cannot supply sufficient feedback, the Unit co-ordinator of the relevant Unit will direct them to the staff member responsible for the assessment.
- If the student is not satisfied, they should provide a written case explaining why they believe the work should be re-marked and approach the Unit co-ordinator with this written case. This must be done within two weeks of receiving your marked assignment. The Unit co-ordinator may agree and allow the work to be re-marked. Note: The new mark may be lower than the original mark, in which case the new mark will stand.
- If the Unit co-ordinator does not believe the work should be re-marked, or if after re-marking, the student still believes that the work has been improperly assessed, s/he should address such concerns in writing to the Associate Head of Teaching and Learning. Letters to the Associate Head Education should be emailed directly. Normally, the Associate Head of Education will consider re-marking of submissions only if both the following are true:
  - The student has discussed the reasons for their mark with the staff member(s) responsible for the assessment.
  - The student clearly establishes, in writing, reasons for receiving a mark higher than that awarded, taking into account the feedback they have received from the previous marker(s).

Please note that the new mark may be lower than the original mark, in which case the new mark will stand.

Student Code of Conduct

Students at the University of Sydney are bound by a Code of Conduct, which can be found here: http://sydney.edu.au/policies/showdoc.aspx?recnum=PDUC2011/215&RendNum=0

University Email

Check your University email on a regular basis, or forward your University email to an address you do check regularly. All electronic University communication will be sent to your University email address. Always use your University email when contacting staff in this course. Find a login for your email, eLearning site, Sydney Student (Enrolment) and Timetable and much more here: https://sydney.edu.au/students/
School of Psychology Student Information Office

PSYC1001 and PSYC1002 students: psychology.firstyear@sydney.edu.au

ATHK1001, Second and Third Year Students: psychology.ugsupport@sydney.edu.au

Please ensure when you send an email, that you do so from your university email account, and that you include your name and SID.

Other Useful Links

Information about becoming a registered psychologist in Australia can be found at: http://sydney.edu.au/science/psychology/future_students/becoming_reg_psychologist.shtml

Information about what constitutes a psychology major and accreditation of a psychology major in University of Sydney degrees can be found at: http://sydney.edu.au/science/psychology/current_students/accred_psychology_major.shtml

Information about honours in psychology at the University of Sydney can be found at: http://sydney.edu.au/science/psychology/future_students/honours/index.shtml

Information about the Bachelor of Psychology at the University of Sydney can be found at: http://sydney.edu.au/science/psychology/future_students/bachelor_psych.shtml


Australian Psychological Society: http://www.psychology.org.au/