

PSYCHOLOGY 1001 SYLLABUS

NEUROSCIENCE

1. The lecture syllabus consists of two halves, each taking a different approach to describing the nervous system:
2. The first part presents basic information about the anatomy and physiology (what and how) of the nervous system. It includes a description of the basic concepts of reception, coding and transmission of information by cells of the nervous system, as well as the chemical communication between cells and the effects on this by drugs of abuse.
3. The second part of the syllabus takes a “systems” approach to neuroscience, concerned mostly with the functional anatomy of the nervous system. Topics include the involvement of various brain areas in sleep and wakefulness, motivation and emotions, sensory and motor function, and language.

References:

1. Weiten, W. (2007). *Psychology: Themes and variations*. (7th Edition). Chapter 3, The Biological bases of behaviour.
2. Carlson, N.R. (2002). *Foundations of Physiological Psychology* (5th Edition). Boston: Allyn & Bacon.
3. Nolte J. (2002). *The Human Brain: An Introduction to Its Functional Anatomy*. St Louis: Mosby.
4. <http://www.vh.org/Providers/Textbooks/BrainAnatomy/TOC.html>
5. <http://www.sfn.org/content/Publications/BrainBriefings/index.html>

APPLIED PSYCHOLOGY

1. Introduction to Abnormal Psychology I: Defining abnormal behaviour; the classification and diagnosis of psychological disorders.
2. Introduction to Abnormal Psychology II: Models of psychopathology and approaches to treatment.
3. Anxiety Disorders I: Differentiating between normal anxiety and anxiety disorders; description of anxiety disorders in DSM.
4. Anxiety Disorders II: Sociocultural, psychological and biological variables related to anxiety disorders.
5. Mood Disorders: Defining major depression and other mood disorders; sociocultural, psychological and biological variables related to mood disorders.
6. Eating Disorders: Defining the various eating disorders; sociocultural, psychological and biological variables related to eating disorders.

References:

1. Weiten, W. (2007). *Psychology: Themes and variations*. (7th Edition). Chapters 14 and 15.
2. Davison, G. C., Neale, J. M., & Kring, A. M. (2004). *Abnormal psychology* (9th ed.). New York: John Wiley.

SOCIAL PSYCHOLOGY

1. Introduction to social psychology.
What is social psychology? What do social psychologists study? Research methods used in social psychology: Descriptive methods vs. Experimental Methods.
2. Social influence I: Social facilitation.
Social facilitation in humans (Triplet). Social facilitation in animals. Theories of social facilitation (Mere Presence theory, Distraction–conflict theory, Evaluation–apprehension theory).
3. Social influence II: Social loafing
What is social loafing? Factors that contribute to social loafing. Theories of social loafing (Latané and colleagues). How to stop social loafing in groups.
4. Social influence III: Conformity; Helping behaviour, & Deindividuation.
Why do we conform? Studies of conformity (Asch, 1955). The consequences of conformity (the bystander effect). When will people help? What is deindividuation? Zimbardo's (1959) studies on deindividuation.
5. Social Influence IV: Obedience & Minority Influence.
What is obedience? Milgram's (1963) obedience experiments. Studies of minority influence (Moscovici).
6. Social Perception I: Attributions; stereotypes
Attribution theories. Person vs. situational attributions. Attributional biases (e.g., the fundamental attribution error). Stereotypes and attributions. The self-fulfilling prophecy.
7. Social Perception II: Attitudes and summary
What are attitudes? How attitudes guide our behaviour. Summary of the social psychology lectures.

References:

1. Weiten, W. (2007). *Psychology: Themes and variations*. (7th Edition). Chapter 16, Social Behaviour.

PERSONALITY THEORY AND SYSTEMS

1. The concept of personality. The psychoanalytic approach: The development of Freud's thought; the concept of repression and the unconscious.
2. The tripartite model; introduction to the theory of psychosexual development and defence mechanisms.
3. The behavioural approach: (i) Dollard & Miller; (ii) Bandura's social learning theory.
4. The humanistic approach: Rogers' view of self-development; Maslow's self-actualization theory and the hierarchy of motives.
5. Personality assessment: typologies and trait perspectives.
6. Other phenomenological and cognitive theories of personality: Lewin's field theory; Kelly's personal construct theory.

References:

1. Weiten, W. (2007). *Psychology: Themes and variations*. (7th Edition). Chapter 12, Personality: Theory, Research, and Assessment.
2. Hall, C.S., Lindzey, G., & Campbell, J.B. (1998). *Theories of Personality (4th Edition)*. New York: Wiley.
3. Monte, C. (1999). *Beneath the Mask: An Introduction to Theories of Personality (6th Edition)*. New York: Holt, Rinehart and Winston.
4. Monte, C., & Sollod, R. (2003). *Beneath the Mask: An Introduction to Theories of Personality (7th Edition)*. New York: Wiley.
5. Nye, R.D. (1999). *Three Psychologies: Perspectives from Freud, Skinner and Rogers (6th Edition)*. Monterey: Brooks/Cole.

LANGUAGE

1. The structure of language: units of sound and meaning and the rules by which these are organised.
2. The nature of language: language as symbolic and generative
3. Language development: How children acquire language sounds, words and grammar.

References:

1. Carroll, D. W. (2008) *Psychology of Language (5th Edition)*
2. Hoff, E (2005) *Language development. (3rd Edition)*
3. Weiten, W. (2007). *Psychology: Themes and variations. (7th Edition)*. Pages 288–309 in Chapter 8, Language and Thought.

SCIENCE AND STATISTICS IN PSYCHOLOGY

1. Distinguishing science and pseudo-science. Examples of pseudoscience as they exploit psychological ideas and exploit our own psychological weaknesses. Learning to be sceptical as a psychologist.
2. Psychological measurement and scale types: The distinction between an underlying "construct" of psychological interest and the scale(s) chosen to measure it; construct definition via operationalized measurement. Scale types: Nominal, ordinal, interval and ratio scales; the dangers of overinterpreting scales.
3. Descriptive statistics: The importance of data reduction in perceiving the "information" contained in a group of scores. Graphical summaries of a group of scores; frequency histograms, relative frequency histograms, cumulative histograms. The visual correlates of "location" and "spread". The scientific importance of location and spread.
4. Numerical indices summarizing a group of scores. Indices of location: Mode, median and mean; examples of their limitations. Indices of spread or dispersion: Range, average absolute deviation, variance and standard deviation; examples of their limitations. Z scores and areas under the normal curve.
5. Introduction to inferential statistics. Distinction between populations and samples. The problem of sample variability. Null and alternative hypotheses. Sampling distribution of a sample statistic. Informal logic of imperfect hypothesis testing.

References:

1. Weiten, W. (2007). *Psychology: Themes & variations*. (7th ed.). Belmont, CA: Thomson. Chapter 2, The research enterprise in psychology; Appendix B, Statistical Methods.
2. Howell, D.C (1999) *Fundamental Statistics for the Behavioural Sciences (4th Edition)*. Pacific Grove, California: Duxbury Press. OR any "Statistics for Psychology/Education" text.
3. The Skeptic's Dictionary: www.skepdic.com

GRADUATE ATTRIBUTES AND STUDENT LEARNING

OUTCOMES FOR PSYC1001

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.

Graduate Attribute 1: Knowledge and Understanding of Psychology

By the end of this course students should be able to demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology. In Psychology 1001, these topics were listed in the previous 'Syllabus' section, turn back a few pages to read about them in detail.

Students should also be able to:

- Demonstrate knowledge of the theoretical and empirical bases underpinning evidence-based approaches to psychological intervention.
- Delineate psychology as a scientific discipline.
- Explain the major themes (e.g., interaction of genetics and environment) and perspectives (e.g., behavioural, evolutionary, sociocultural) of psychology.
- Explain psychological phenomena using the concepts, language, and major theories of the discipline.

Graduate Attribute 2: Research Methods in Psychology

By the end of this course students should be able to understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

You should be able to:

- Describe the basic characteristics of the science of psychology.
- Describe, apply and evaluate the different research methods used by psychologists.
- Locate, evaluate and use information appropriately in the research process.
- Use basic word-processing, and online programs.
- Undertake literature searches; critically analyse theoretical and empirical studies and express this in writing.

Graduate Attribute 3: Critical Thinking Skills in Psychology

By the end of this course students should be able to respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes.

You should be able to:

- Apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes.
- Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.
- Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
- Recognise and defend against the major fallacies of human thinking.
- Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.

Graduate Attribute 4: Values in Psychology

By the end of this course you should be able to appreciate the value of empirical evidence, but also the need to act ethically and professionally in obtaining it. Since human behaviour is often the focus of study, you should attempt to understand the complexity of socio-cultural and international diversity.

In Psychology 1001 we have a tutorial dedicated to understanding Prejudice, and another class dedicated to Research Ethics. These are challenging tutorials which will hopefully foster your thinking about these issues.

Graduate Attribute 5: Communication Skills in Psychology

By the end of the course you should be able to write a standard psychology essay using American Psychological Association (APA) structure and formatting conventions. This can be a challenging task the first time, since many students assume they are already good at writing and there is nothing more to learn, but there are several key differences between 'high school' writing and Psychology writing which you need to learn.

Given many class discussions and interactions you should also be able to demonstrate effective interpersonal communication skills such as being able to listen accurately and actively and even use psychological concepts and theories to understand interactions with others.

Graduate Attribute 6: Learning and the Application of Psychology

By the end of this course you should also be able to apply psychological principles to personal, social, and organisational issues.

Aim to be able to:

- Describe major areas of applied psychology (e.g. clinical, counselling).
- Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
- Reflect on your experiences and learn from them in order to identify and articulate your personal, socio-cultural, and professional values; demonstrate insightful awareness of your feelings, motives, and attitudes based on psychological principles.
- Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporate feedback for improved performance; purposefully evaluate the quality of one's thinking (metacognition).
- Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.