

# 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

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

**Assessment:** **Classwork:**  
4 tutorial quizzes, each worth 5% of the total marks for this unit of study. (together worth 20% of total mark). See tutorial outline for dates. Quizzes will assess the following information:  
Quiz #1: Lectures from Weeks 1-3 inclusive  
Quiz #2: Lectures from Weeks 4-6 inclusive  
Quiz #3: Lectures from Weeks 7-9 inclusive  
Quiz #4: Lectures from Weeks 10-12 inclusive

In addition, as part of the course requirement, students will write a 2,500 word essay (worth 30% of total mark). The report is due on **25th September 2009** at 4pm. See School of Psychology Administrative Guidelines for information regarding assignment submission and late penalties ([http://www.psych.usyd.edu.au/teach/09\\_PsychologyAdministrationGuidelines.pdf](http://www.psych.usyd.edu.au/teach/09_PsychologyAdministrationGuidelines.pdf)). For the essay, students will be required to answer one of two questions (see page 2).

**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.

## Essay Questions:

Students will be required to answer one of the following two questions:

1. Consider one of the following theories of health behaviour/health behaviour change
  - Social Cognition Theory
  - Theory of Planned Behaviour
  - Transtheoretical model
  - Health Action Process Approach

And one of the following health enhancing behaviours

- Exercise/physical activity
- Healthy eating
- Self examination (e.g. breast/testicular self examination)

Empirically review the literature to investigate the efficacy of using the theory to predict the behaviour

2. Jenny is a 38 year-old Chinese woman who immigrated to Sydney one and a half years ago. She works in a restaurant full-time, lives alone and is divorced. She is fluent in English to the extent that she is able to perform her job, however she continues to have difficulty reading the newspaper. Over the past two months, Jenny has been experiencing lower back and hip pain. She was unsure what caused her symptoms until she visited her doctor and learned that she was diagnosed with Multiple Myeloma. She has been prescribed to begin receiving chemotherapy next week, but is currently experiencing much anxiety and is unsure what to do. In addition to the chronic pain she is experiencing on a daily basis, she is having difficulty sleeping, concentrating at work, no longer engages in outdoor exercise, and has stopped communicating with her family in China.

As a health psychologist, how would you support Jenny in her current situation?

- Based on a literature search, provide background information on Multiple Myeloma, including its symptoms, treatment, illness trajectory, and the psychosocial implications of the disease and treatment
- Based on the information provided discuss the variety of psychosocial issues that surround this particular case.
- Apply a cognitive behavioural theory to explain why Jenny is experiencing anxiety and uncertainty.
- Develop an empirically validated treatment plan of how you would address Jenny's presenting concerns.
- Be specific in what the goals of treatment would be, what symptoms specific interventions are targeting, and how these are tailored to Jenny.
- Integrate research findings that support the design of your intervention

**Text:**

**Morrison, V., Bennett, P., Butow, P., Mullan, B., & White, K. (2007). *Introduction to Health Psychology in Australia*. Australia: Pearson Education Ltd.**

**Recommended Reading:**

Christensen, A. J., Martin, R. and Morrison Smyth, J. (Eds.) (2004). *Encyclopedia of health psychology*. New York: Kluwer Academic/Plenum Publishers.

Howitt, D. (2009). *Introduction to forensic and criminal psychology* (3<sup>rd</sup> ed.). Harlow: Pearson Education Ltd.

Marks, D. F. (Ed.). (2005). *Health psychology: theory, research and practice*. London: SAGE.

Michie, S. and Abraham, C. (Eds.). (2004). *Health psychology in practice*, Oxford: Blackwell Pub.

Pozzulo, J., Bennell, C., & Forth, A. (2008). *Forensic psychology* (2<sup>nd</sup> ed.). Toronto: Pearson Prentice Hall.

Rozensky, R. H. (Ed.). (2004). *Psychology builds a healthy world: opportunities for research and practice*. Washington, DC: American Psychological Association.

Suls, J. and Wallston, K. A. (Eds.). (2003). *Social psychological foundations of health and illness*. Malden, MA: Blackwell Pub.

**Unit of study general description:**

The main focus of this unit will be on Health Psychology, but other applied areas such as Forensic and Organisational Psychology will also be introduced. The aim of the Health Psychology component is to define health within a biopsychosocial framework and to present some of the current issues in the area. It will provide an introduction to key areas in health psychology, and demonstrate how they relate to other disciplines. Issues such as the context within which treatment takes place, the psychosocial factors involved in dealing with physical disease, the application of psychological theory to illness and preparation for hospitalization, the management of adverse psychological sequelae arising from hospitalisation and rehabilitation will be considered. Also considered are the key models and theories in Health Psychology which are seen by many to be the foundations of the subject area.

**Graduate Attributes and Student Learning Outcomes for Applications in Psychological Science (Psyc3020)**

This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

The following graduate attributes and student learning outcomes will be developed through lectures, tutorial and assessment activities in particular. They will be assessed primarily in the essay, quizzes, and in the final examination.

## 1: Knowledge and Understanding of Applied Psychology

Display basic knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in Applied Psychology

*Student learning outcomes:*

- i. To define health within a biopsychosocial framework
- ii. To examine the key models and theories in Health Psychology
- iii. To consider the context within which treatment takes place
- iv. To present an exploration of physical diseases with consideration of psychosocial factors paramount.
- v. To consider the application of psychological theory to
  - illness
  - preparation for hospitalization
  - the management of adverse psychological sequelae arising from hospitalization
  - Health risk and health enhancing behaviours
- vi. To define Forensic Psychology
- vii. To examine the key theories of crime
- viii. To have an understanding of the key areas in Forensic Psychology, and consider the application of psychological theory to
  - Treatment and assessment of offenders
  - Detection of deception
  - Eyewitness memory
  - Police selection, discretion, and stress
  - Victims of crime

## 2: Research Methods in Applied Psychology

Understand, apply and evaluate basic research methods in Applied Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

*Student learning outcomes:*

- i. To develop a critical understanding of the major methods of research in these areas.
- 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, spreadsheet, 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.

## 3: Critical Thinking Skills in Applied Psychology

Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.

*Student learning outcomes:*

- 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.

## 4: Values in Applied Psychology

Value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity.

*Student learning outcomes:*

- i. Recognise and respect social, cultural, linguistic, spiritual and gender diversity.
- ii. 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)
- iii. Understand how prejudicial attitudes and discriminatory behaviours might exist in oneself and in others.
- iv. Recognise and promote ethical practice in research.

- v. Promote evidence-based approaches to understanding behaviour.

#### 5: Communication Skills in Applied Psychology

Communicate effectively in a variety of formats and in a variety of contexts

*Student learning outcomes:*

- i. Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
- ii. Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing).
- iii. Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.
- iv. Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

#### 6: Learning and the Application of Psychology

Understand and apply psychological principles to personal and social issues.

*Student learning outcomes:*

- i. To develop an awareness of the applications of the theories and research findings in Applied Psychology.
- ii. Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
- iii. Understand major areas of Applied Psychology
- iv. Apply knowledge of consumer and carer participation in psychological care.

#### **Evidence of learning:**

The quality of students' performance in tutorial quizzes and practical exercises, in a written assignment, and in examinations will be taken as evidence of learning.

**Lecture Schedule 2009**

**Tuesday's lectures are at 3pm in Carslaw Lecture Theatre 159**

**Thursday's lectures are at 10am in Old Geology Lecture Theatre**

Week	Date	Lecturer	Lecture Title	Book Chapter	Tutorial Topic
1	28/07/09	Catalina	Introduction/What is Health Psychology?	Chapter 1/Chapter 18	No Tutorial
1	30/07/09	Catalina	What is Health?	Chapter 1	
2	04/08/09	Barbara	Inequalities in health	Chapter 2	Introduction to Health Psychology and assignment
2	06/08/09	Barbara	Risk behaviour	Chapter 3	
3	11/08/09	Barbara	Health enhancing behaviours	Chapter 4	Aboriginal & Torres Straits Islanders' health and welfare
3	13/08/09	Barbara	Models in Health Psychology	Chapter 5	
4	18/08/09	Barbara	Models in Health Psychology	Chapter 5	Risk taking behaviours <b>QUIZ #1</b>
4	20/08/09	Barbara	Interventions with individuals	Chapter 6	
5	25/08/09	Barbara	Interventions in populations	Chapter 7	No tutorial
5	27/08/09	Ilona	Qualitative research in Health Psychology		
6	01/09/09	Catalina	Stress and illness moderators	Chapter 11	Models of health
6	03/09/09	Catalina	Managing stress	Chapter 12	
7	08/09/09	Ilona	Psychosocial predictors of illness		Stress <b>QUIZ #2</b>
7	10/09/09	Catalina	Being ill: 1	Chapter 14	
8	15/09/09	Catalina	Being ill: 2	Chapter 15	Pain
8	17/09/09	Catalina	Pain	Chapter 16	
9	22/09/09	Ilona	Quality of Life/ interventions	Chapters 14 & 17	No Tutorial <b>*ASSIGNMENT DUE 24/09/09*</b>
9	24/09/09	Ilona	Doctor/patient communications	Chapter 10	
<b>BREAK</b>					
10	06/10/09	Ilona	Death and Dying		Support groups <b>QUIZ #3</b>
10	08/10/09	Ilona	Survivorship & Conclusion of Health		
11	13/10/09	Helen	Introduction to Forensic Psychology		Death and dying
11	15/10/09	Helen	Criminal Offenders		
12	20/10/09	Helen	Lies and the Detection of Deception		Risk assessment and treatment of offenders
12	22/10/09	Helen	Eyewitness Testimony		
13	27/10/09	Helen	Police Psychology		Eyewitness memory <b>QUIZ #4</b>
13	29/10/09	Helen	Victims of Crime/ Conclusion		

## School of Psychology Plagiarism Policy information for Students

### Plagiarism is not permitted

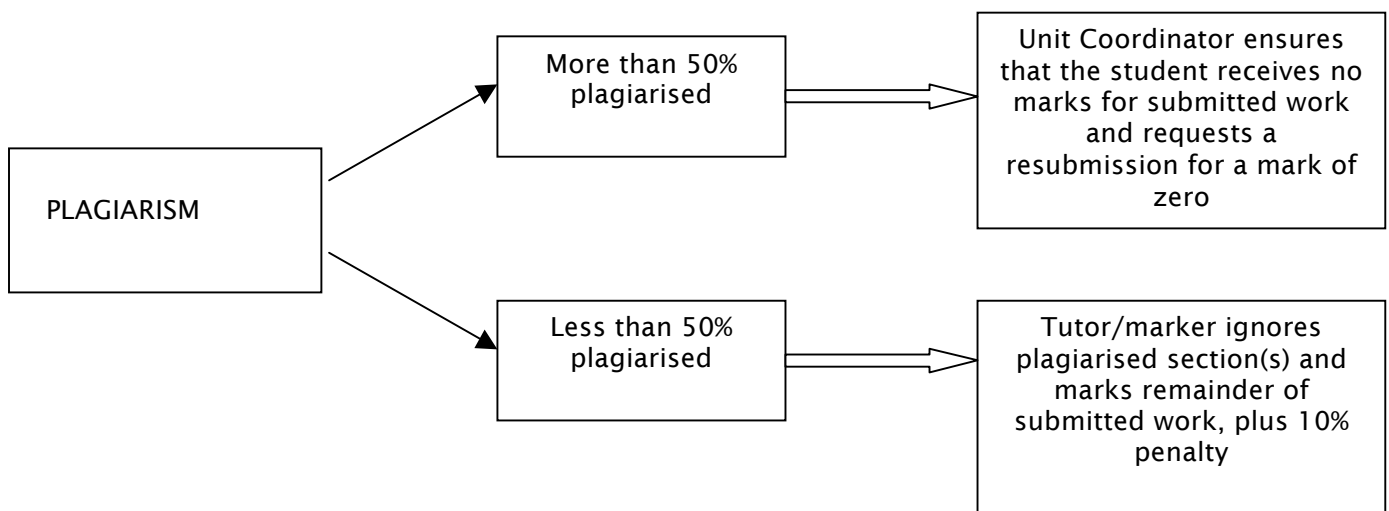
i) Are you sure you know what plagiarism is?

Please refer to the University policy on plagiarism:

<http://www.usyd.edu.au/senate/policies/Plagiarism.pdf>

ii) The School of Psychology will penalise **all** submitted work that is plagiarised;

iii) The School of Psychology is using software to detect **all** forms of plagiarism.



## **THE UNIVERSITY OF SYDNEY LIBRARY**

<http://www.library.usyd.edu.au/>

The University of Sydney Library is a distributed system of 14 libraries with a collection of over 5 million items. Fisher Library is located on Eastern Avenue, Camperdown Campus. Fisher Library has the most resources relevant to Psychology.

Poppy Prezios is your Psychology Faculty Liaison Librarian. You can find her at Badham Library Ground Floor, Badham Building Science Rd, Camperdown Campus. You can phone her on 0434 606 913 or email at [p.prezios@library.usyd.edu.au](mailto:p.prezios@library.usyd.edu.au).

### **Psychology books in high demand**

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection. Most of the required and recommended items will be here. Details of items required can be located in the catalogue. <http://opac.library.usyd.edu.au/search/r>

### **Psychology Guide**

includes links to Psychology databases, internet resources, information on tests and more.

<http://libguides.library.usyd.edu.au/psychology>

### **Finding items on your reading lists**

Your reading lists will contain different styles of citations, depending on the type of publication. The link below will take you to help on finding items on your reading list.

<http://elearning.library.usyd.edu.au/learn/readinglist/index.php>