APS Interest Group on **Psychology Education**

Resource Material Submission – Front Page Summary
Please note that if you adopt or adapt this resource, the resource authors need to be acknowledged on your materials, and they would appreciate your letting them know that you are adapting their materials.

Title of Material	**Psychology Capstone Course**
Author(s)	**Jacquelyn Cranney, Sue Morris**
Description/Aim	**An overview of a third-year Psychology Capstone course**
Benefits of Resource	The resource provides an overview of a third-year capstone course first offered in 2012. Other specific resources developed in the capstone are referred to.
Issues for Consideration	See the "continuous improvement" section.
Approximate Duration	Description of entire course/unit/module
Primary Content/ Process Topic	Emphasis primarily on: GA6: Learning and Application (psychological literacy)
Other Categories	GA2: Research; GA5: Communication—all GAs.
Intended student level	Undergraduate – third year
Type of Material *(e.g. classroom materials, assessment, lectures, teaching tips, articles, syllabi, simulated learning environments.)*	Overview plus course outline.
Format of Material	Pdf file
Further Information Contact *(email only)*	j.cranney@unsw.edu.au s.morris@unsw.edu.au
Review Requested	Yes
Evaluative Data Included	Yes

Psychology Capstone Course

Aim:

The primary purpose of this course is to provide a capstone experience for students undertaking a major in psychology, regardless of their degree program.

Description:

The Psychology Capstone course in 2012 (first offering) was comprised of a series of lectures, taught by a variety of guest and resident lecturers, who are specialists in their subject areas. There were core lectures (e.g., research methods, ethics, history), applied lectures (e.g., prevention and treatment of depression), and those which are more integrated across disciplinary boundaries (e.g., global citizenship, interviewing and leadership, and careers).

Running alongside these were a series of tutorial activities, which linked the lectures and the assessment components of the course. These focused on a range of activities such as interviewing skills (see separate resource "Interviewing Skills for UG Psychology students", careers exercises, group work (see separate resource "Group research projects and leadership", ethics (see separate resource "Ethics for Psychology"), and research design.

Several assessments were embedded throughout the course. A Psychology Undergraduate Capstone Inventory (see separate resource), worth 40% of the course marks, was comprised of a Graduate Attribute Portfolio, a modified CV, reflective journals, and a matrix and development plan of personal strengths. In addition, there were 2 group assignments, one of which required groups to implement their interview skills in interviewing a research academic at UNSW, and producing both a Wikipedia-style biography and a brief class oral presentation. The second group assignment focused on research design, and required students to do a group oral presentation on a positive psychological intervention that they had designed for a target minority group, such as indigenous high school students or international university students. Tutorial contribution was also assessed.

Underpinning these lectures, tutorials, and assessments was the key theme of Psychological Literacy. Cranney & Dunn (2011) describe Psychological Literacy as the adaptive and intentional application of psychology to achieve personal, professional and societal goals. It can be conceptualised as encompassing *scientific literacy*, *employability*, and *global citizenship,* which are three key tenets of this capstone course. To use the words of a student in the course: "*To me, Psychological Literacy defines my expectation of the kind of person I should be after completing my degree with a Psychology Major. It is not just about receiving good grades from studying hard but also about gaining firsthand experience where the things I learned in literature were applied. I expect to complete my Psychology program, not just with a head full of concepts and literature that I know how to regurgitate, but to be a different person capable of extending the current knowledge of psychology or at least apply what I have learnt without being dependent on a teacher to keep me on the right track or not. This is what I have learnt from this course."*

Details of the course and some the assessments can be seen on the pages that follow.

Scholarship/Evaluation of Student Learning/Continuous Improvement:
Overall, students were aware of the impact of this course on a variety of their skills (ratings on a 5 point scale where 1=strongly disagree and 5=strongly agree). Insightful student comments are in italics.

My group-work skills improved considerably in this course. (M=3.23, SD=1.09)
"The groupwork aspect was important because being able to work in a team is a vital skill to have."
"The group assignments were the best part of the course as they tapped in to many of the graduate attributes, had adequate time given for preparation, had enough people in the groups to make the distribution of work fair and they were assessed appropriately. They were also quite enjoyable as they were different to other assignments we get in other courses; it was refreshing to have a focus on contemporary figures and issues (positive psychology) in psychology."

My research skills improved considerably by undertaking the group research project in this course. (M= 3.13, SD=1.12)
"The best thing about the course was the second group assignment. I think this assignment tapped into most of the GA's we were seeking to develop as well as exposing a fundamental aspect of Psychological research. I learned that designing an intervention/study/experiment takes a lot of time and effort, it also demands the use of critical thinking and the ability to problem solve pragmatically."

My oral presentation skills improved considerably in this course. (M=3.29, SD = 0.97)
"I can confidently say that the student learning outcomes have been (more) adequately addressed in the normal course of the program e.g. we have done oral presentations"

My interviewing skills improved considerably in this course. (M=3.47, SD=1.00)
"I would have to say the best thing was the practicals we received on interviewing tips. I found this most fitting in a CAPSTONE course that has the purpose of preparing us for graduation."
"The most engaging learning activity was ones from the interview tutorial. During this time, I have improved my skills as an interviewer especially after being given a "difficult" interviewee during a role-play exercise in the said tutorial. I have learned how to tackle such obstacles when obtaining oral information"

My self-awareness/self-knowledge improved significantly in this course. (M=3.32, SD = 1.11)
"I gained a lot self-knowledge through all the activities engaged in this course, especially development of my strength."
"I really enjoyed how much attention we paid to our own skills."

I was able to increase my psychological literacy (that is, the application of psychological principles) during this course. (M= 3.39, SD = 1.05)
"I thought it was very noble (and necessary!) for this course to promote psychological literacy. I am thankful this was made explicit early on as it ensured I was constantly looking for personal, local and global implications of any research presented by the array of lecturers."
"Before this, it did not occur to me how much psychological literacy can be applied to everyday life. I am astonished by how psychology can help solve problems and am determined to be more aware of opportunities to practice my knowledge."

I am now more confident in my ability to promote myself and my skills to potential employers (M=3.73 (1.03))
"I really liked all the focus on Careers. By 3rd year psychology, students like myself are always thinking of what do after graduating, so the discussion on career paths really helped to ease my stress levels. I also liked how we had to improve out resumes as an assessment."

GRADUATE ATTRIBUTES

To what extent did your experience of completing this particular course contribute to your knowledge, skills and development in the following areas?

	1.Never 2.Occasionally 3.Sometimes 4.Often 5.Always
1. Knowledge and Understanding of Psychology: Major concepts, theoretical perspectives, empirical findings, historical trends	2.92 (0.98)
2. Research Methods in Psychology: Including research design, data analysis, interpretation	3.14 (1.10)
3. Critical Thinking Skills in Psychology: Critical and creative thinking, sceptical inquiry, scientific approach to solve problems	3.25 (1.17)
4. Values in Psychology: Value empirical evidence, act ethically and professionally, understand diversity, tolerate ambiguity	3.43 (1.06)
5. Communication Skills: Communicate effectively in a variety of formats and contexts	3.77 (1.10)
6. Learning and the Application of Psychology: Understand and apply psychological principles to personal, social, and organisational issues	3.27 (1.11)

This course encouraged me to continuously reflect and update my records of graduate attributes. Not only did it improve my self-esteem, it made me better appreciate my university education, motivated me to make use of more learning opportunities and explicitly highlighted areas I could improve on.

The group assignments were the best part of the course as they tapped in to many of the graduate attributes, had adequate time given for preparation, had enough people in the groups to make the distribution of work fair and they were assessed appropriately. They were also quite enjoyable as they were different to other assignments we get in other courses; it was refreshing to have a focus on contemporary figures and issues (positive psychology) in psychology.

Continuous improvement:

- A key insight obtained from student feedback was that in some cases, the weighting of assessments was disproportionate to the amount of work required. This will be considered before the course is run next time.
- The amount of group work in a year when students are extremely competitive (for entry to Year 4) needs to be reconsidered.
- The lecture series needs to be seen as an integrated whole by the students—thus needs revision.

PSYC3011
Research and Applications of Psychology

Session 1 2012
School of Psychology
Course description, Learning Outcomes and Objectives

PSYC3011 is worth 6UOC. The primary purpose of this course is to provide a capstone experience for students undertaking a major in psychology, regardless of their degree program.

At the conclusion of this course, students should be able to:

1. Explain how the science and practice of psychology is influenced by social, historical, professional, and cultural contexts.
2. *Evaluate psychologists' behaviour in psychological research and other professional contexts in relation to the Australian Psychological Society Code of Ethics and the complementary Ethical Guidelines, as well as the Australian National Practice Standards for the Mental Health Workforce.*
3. Describe applications of and key issues in psychology, and apply knowledge of psychology to society and the workplace.
4. Design a scientifically-meaningful study, incorporating the identification of ill-defined issues of social significance, an intervention to address these, and an evaluation thereof.
5. Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.
6. Exhibit a scientific attitude in critically thinking about, and learning about, human behaviour, and in creative and pragmatic problem solving.
7. Display basic knowledge and understanding of global citizenship, intercultural diversity and indigenous psychology.
8. Display basic knowledge and understanding of the history and philosophy of psychology.
9. **Identify, document, and reflect upon career-relevant strengths, values, goals and achievements in relation to graduate and professional attributes.**
10. **Collaborate effectively, by applying knowledge of their individual skills and strengths to the groupwork context.**
11. Effectively present their views in both oral and written contexts.

Graduate Attributes consist of the knowledge, skills and dispositions that you should acquire during your university experience. A set of graduate attributes has recently been developed for the Australian Four-year Undergraduate Program.

Graduate Attribute 1: Knowledge and Understanding of Psychology
(Demonstrate understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in the core topics of psychology, as outlined by the National Accreditation Body {currently the Australian Psychology Accreditation Council}.)
In this course, you should achieve the following student learning outcomes (SLOs):
- *Display basic knowledge and understanding of the core topics of Psychology*
  - *abnormal psychology*
  - *biological bases of behaviour*
  - *cognition, information processing and language*
  - *health and well-being*
  - *individual differences in capacity and behaviour, testing and assessment, personality*
  - *learning*
  - *lifespan developmental psychology*
  - *motivation and emotion*
  - *perception*
  - *social psychology*
  - *history and philosophy of psychology*
  - *intercultural diversity and indigenous psychology*
- *Demonstrate knowledge of the theoretical and empirical bases underpinning evidence-based approaches to psychological intervention*
- *Delineate psychology as a scientific discipline and describe its major objectives.*
- *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.*

These SLOs will be developed through practical, lecture and assessment activities.   They will be assessed in the context of tutorial participation and in the final exam.

Graduate Attribute 2: Research Methods in Psychology
(Understand, apply and evaluate basic research methods in psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.)
In this course, you should achieve the following student learning outcomes (SLOs):
- *Describe the basic characteristics of the science of psychology.*
- *Describe, apply and evaluate the different research methods used by psychologists.*
- *Demonstrate practical skills in laboratory-based and other psychological research.*
- *Describe and evaluate questionnaire and test construction, implementation and interpretation.*
- *Describe the key principles for designing, implementing and evaluating programs of behaviour change.*
- *Locate, evaluate and use information appropriately in the research process.*
- *Use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs.*
- *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.

These SLOs will be developed during lectures and tutorial activities in particular, and assessed through tutorial activities including group work, and exam questions.

Graduate Attribute 3: Critical Thinking Skills in Psychology

(Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to behaviour and mental processes.)

In this course, you should achieve the following learning outcomes:

- *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.*
- *Demonstrate a capacity for higher-order analysis, including the capacity to identify recurrent patterns in human behaviour.*
- *Evaluate the quality of information, including differentiating empirical evidence from speculation.*
- *Identify and evaluate the source and context of behaviour.*
- *Recognise and defend against the major fallacies of human thinking.*
- *Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.*
- *Demonstrate creative and pragmatic problem solving.*
- *Evaluate psychologists' behaviour in psychological research and other professional contexts in relation to the Australian Psychological Society Code of Ethics and the complementary Ethical Guidelines, as well as the Australian National Practice Standards for the Mental Health Workforce.*
- *Promote evidence-based approaches to understanding and changing human behaviour.*

These SLOs will be developed and assessed during tutorial, lecture and portfolio activities.

Graduate Attribute 4: Values in Psychology

(Value empirical evidence; tolerate ambiguity during the search for greater understanding of behaviour and knowledge structures; act ethically and professionally; understand the complexity of sociocultural and international diversity; and reflect other values that are the underpinnings of psychology as a discipline.)

In this course, you should achieve the following learning outcomes:

- *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).*
- *Recognise the limitations of one's psychological knowledge and skills, and value life-long learning.*
- *Display high standards of personal and professional integrity in relationships with others.*
- *Exhibit a scientific attitude in critically thinking about, and learning about, human behaviour, and in creative and pragmatic problem solving.*
- *Evaluate psychologists' behaviour in psychological research and other professional contexts in relation to the Australian Psychological Society Code of Ethics and the complementary Ethical Guidelines, as well as the Australian National Practice Standards for the Mental Health Workforce.*
- *Promote evidence-based approaches to understanding and changing human behaviour.*

These SLOs will be developed through lecture, practical and assessment activities.   They will be assessed primarily in the portfolio, but also in the Group Assignment and journal entries.

Graduate Attribute 5: Communication Skills in Psychology
(Communicate effectively in a variety of formats and in a variety of contexts.)
In this course, you should achieve the following learning outcomes:
- *Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.*
- *Write effectively in a variety of formats (e.g., essays, research proposals, reports) and for a variety of*
  purposes (e.g., informing, arguing).
- *Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion,*
  presentation) and for various purposes.
- *Demonstrate basic interviewing skills.*
- *Demonstrate effective interpersonal communication skills including the abilities to: listen accurately and actively; use psychological concepts and theories to understand interactions with others; identify the impact or potential impact of one's behaviour on others; provide constructive feedback to others; adopt flexible techniques to communicate sensitively and effectively with diverse ethnic and cultural partners ,including in the context of team-work.*
- *Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.*

These SLOs will be developed through practical, assessment and lecture activities.   They will be assessed primarily in the Group Assignment, but also in the journal entries.

Graduate Attribute 6: Learning and the Application of Psychology
(Understand and apply psychological principles to personal, social, and organisational issues.)
In this course, you should achieve the following learning outcomes:
- *Describe major areas of applied psychology (e.g. clinical, counselling, organisational, forensic, health).*
- *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).*
- *Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.*
- *Reflect on one's experiences and learn from them in order to identify and articulate one's personal,*
  sociocultural, and professional values; demonstrate insightful awareness of one's feelings, motives, andattitudes based on psychological principles.
- *Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.*

These SLOs will be developed through lecture, practical and assessment activities.   They will be assessed primarily in the journal entries and in the final examination, but also in Group Assignment 2 and the Careers Assignment.

The integrated acquisition of the graduate attributes, as partly indicated through assessment of the learning outcomes, comprises "psychological literacy".

Staff

Course coordinators:
XXX

Questions about any aspect of the administration of the course should be directed to the course coordinator, preferably by email.

Other staff teaching in the course are:

Lectures and Practical Classes

Lectures will be taught by a variety of lecturers, who are specialists in their subject areas. Some will constitute core areas (e.g., research methods, ethics, history) and others will constitute applications of psychological principles to solving particular human problems (app), or take a more integrative approach across disciplinary boundaries (int). Please see the Lecture Schedule below for more details.

You are required to attend all lectures and practicals, and to meet all participation and assessment specifications. *If possible*, lectures will be digitally recorded and made accessible via BlackBoard. Please also note that occasionally there may be group work and examinations in lecture times. You are also expected to attend all of the compulsory 2-hour weekly practical/tutorial classes. **Please note that occasionally practicals will be held in computer labs**.   Practicals will involve interactive activities that will extend lectures and assist in the development of learning outcomes.

Practical Participation: Practicals are an essential and compulsory part of this course. To benefit from and to contribute to practicals, preparation and completion of any set work is important. Material relevant to the group assignments will be presented and discussed in practicals.   Your attention is also drawn to the following:

Your practical session time: You must attend the practical session to which you have been allocated. It will not be possible to switch or change practical classes once allocations are finalised.

Practical session attendance. Attendance will be recorded at the beginning of every practical. Those not on the class roll for that practical will be asked to leave, and all absences will be recorded.

Missing practicals. Inadequate attendance (less than 80% of all sessions) of practical classes may result in failure to pass the course (whether or not you have medical certificates or other documentation). If you are unable to attend practicals because of sickness or other circumstances outside your control, this may be grounds for special consideration to drop the course without failure.
For every 6-credit-unit course, you are expected to spend an average of ***10 hrs per week on that course***—this includes class-time, outside class-time group work, data-gathering exercises, and the normal study time necessary to adequately complete assignments and examination study. As a candidate in a full-time program, ***under no circumstances will employment be accepted as an excuse not to meet expectations for class participation, group work, or assessments.***   Remember, the semester times are quite short (final examinations will be upon you before you know it), so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

Resources for students
The Blackboard course website available through **http://telt.unsw.edu.au/** contains a number of useful resources to assist your study, including lecture and practical handouts, and assessment tasks.

Administrative matters

Information about each of the following matters can be found in the School of Psychology's Student Guide (www.psy.unsw.edu.au) and on the course Blackboard site. You must familiarise yourself with the information about each of these issues.

1. Expectations of students (including attendance at lectures and practicals).
2. Procedures for submission of assignments and the School's policy concerning late submissions (e.g., for assignments, 2% of the marks will be deducted for each day overdue). Please note that "Turn-it-in" may be a necessary procedure for some assignments.
3. Examination procedures and advice concerning illness or misadventure.
4. Student support services (including services for students who have a disability that requires some adjustment in their teaching or learning environment).

Scaling: The final marks for all subjects in the School of Psychology are scaled. This process is intended to maintain consistency in assessment, and to remove any potential effects of differences in marking standards across courses.

Lecture and Practical Guide

Week	Lecture 1 Mon 1-2pm CLB 7	Lecture 2 Wed 11-12 Physics Theatre	Tutorials	Indicative Assessment Tasks
1	27/2 Intro to course	29/2 History: Introduction	No tutorials	
2	5/3 Careers	7/3 Careers	Intro to group work; Group Work Assignment 1; Portfolio	Submit current CV via email to XXX by 1pm 5/3 AND bring to lectures
3	12/3 Leadership and Interviewing skills	14/3 Well-being	Careers workshops	
4	19/3 Research Method & Design	21/3 Research Method & Design	Interviewing skills	Journal 1 due 11pm 25/3. Submit via Blackboard.
5	26/3 Q&A	28/3 Ethics	Introduction to Group Work Assignment 2: Research Design; Portfolio: GAs, Strengths	GA/Strengths Exercises
6	2/4 Ethics	4/4 Ethics	Figures in Psychology group-work presentation	Figures in Psychology Presentation Journal 2 due 11pm 8/4. Submit via Blackboard.
MID-SEMESTER BREAK				
7	16/4 App: Decision Making	18/4 App: prevention and treatment of depression?	Ethics	
8	23/4 App: Perception and Art	25/4 ANZAC DAY	No tutorials	Journal 3 due 11pm 29/4. Submit via Blackboard.
9	30/4 App: Prevention and treatment of alcohol and drugs (NDARC)	2/5 Psychological Literacy	Group work on research design Portfolio work, Effective Oral Presentations	
10	7/5 Int: Global Citizenship	9/5 Int: Aging	Group work, Portfolio	
11	14/5 Psychological Literacy and Wellbeing	16/5 App: Defence	Research presentations	Research Presentations Journal 4 due 11pm 20/5. Submit via Blackboard
12	21/5 Psychological Literacy	23/5 Psychological Literacy	GA interviews	Final Portfolios due in tutorials and via electronic submission.
13	28/5 NO LECTURE	30/5 FINAL EXAM 1	No tutorials	Final Exam 1. Final Journal due 11pm 3/6. Submit via Blackboard.
Exam Period				FINAL EXAM 2

*TBA denotes that a lecture WILL be held at that time, however given the limited availability of some of our guest lecturers, we cannot confirm at this time who will be speaking in which timeslot.

Readings: Readings will be provided by individual lecturers.

Start-up references:

Cranney, J., & Morris, S. (2011). Adaptive cognition and psychological literacy. In J. Cranney and D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp.251-268). New York: Oxford University Press. http://www2.psy.unsw.edu.au/Users/JCranney/publications.html

Cranney, J., Morris, S., Krochmalik, A., & Botwood, L. (in press). Assessing Psychological Literacy. To appear in: Dunn, D. S., S.C. Baker, C.M. Mehrotra, R.E. Landrum, & M. A. McCarthy, (Eds.). Assessing Teaching and Learning in Psychology: Current and Future Perspectives.
http://www2.psy.unsw.edu.au/Users/JCranney/publications.html

Please note: Students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator as soon as possible, and/or with the Equity Officer (Disability) in the Equity and Diversity Unity (9385-4734; equity-diversity@unsw.edu.au; www.equity.unsw.edu.au). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Assessment

Although the *Guide* above may give the impression of heavy assessments, be assured that some aspects—such as some of the journal assignments—will not take a long time.   Moreover, group work should lighten the load! The course is also designed so that it is not overly reliant on your performance in a final exam, but enables you to spread your workload throughout the semester.

All assessment components must be completed in order to satisfy the requirements of this course. There are THREE categories of assessment in this course, as outlined below. It is important to note that many of the assessment tasks involve a change in skill. For that reason, students are being asked to complete some tasks more than once. Their first attempt will be awarded only a small weighting or used as a baseline against which the later and/or final version(s) will be compared.

Assessment category	% marks	Week due
1. Portfolio	TOTAL: 40	13
- CV	3	2 and 12
- GA and Strengths Exercises	19	12
- Reflective Journals	18	4, 6, 8, 11, 13
2. Tutorial Engagement	TOTAL: 30	
- Psychological Figure Presentation and overall participation		
	15	4 and ongoing
- Group Assignment	15	11
3. Formal Examinations	TOTAL: 30	
- Final exam (2 parts)		
Week 12 + exam period		
	TOTAL 100	

NB Bonus marks will be offered at the discretion of the Course Co-ordinators, making it possible in theory to achieve a score in excess of 100%.

Assessment details:

Portfolio (40%)
CV (3%):
This CV assignment, part 1 due in Week 2, is designed as a trigger to help you think about what skills you still need to acquire to work in your desired career. You will need to email your CV to XXX before the lectures in Week 2 (by 1pm 5/3). You will then need to revise this CV in response to the Career lectures.

Graduate Attributes and Strengths Exercises (19%):
As part of your portfolio, you will be asked to reflect on your own strengths across 3 contexts (personal, professional, and community). You will revisit your reflections during and at the end of the course to see how these have developed across the semester. You will also be asked to document your development of Psychology graduate attributes, and provide evidence for this. This will be assessed both in written form and in the context of an interview in Week 12 tutorials.

Journals (18%):
The written journal submissions are designed to help you reflect upon what you have learned in the lectures, practicals and assessment tasks. The objective of these tasks is to encourage you to integrate the knowledge and skills that you have acquired during your degree so far, and apply these to the present course. The final journal is an opportunity for you to reflect on the course, and how your thinking and behaviour has changed as a result of this course. The emphasis is on application and integration, and requires you to take a meta-approach to your learning.

Tutorial Engagement (30%)

Contemporary Figures in Psychology (8%)
In small groups, you will be expected to interview a Contemporary Figure in Psychology, and then to produce a Wikipedia entry and a brief presentation on this Figure to the tutorial class in Week 6. The emphasis is on determining how your target's professional experiences have shaped their ideas, and to try to develop a type of "family-tree" of research in the relevant area. Feedback on the Collaborative and Presentation components of this task will assist you in the second Group Assignment.

Tutorial Participation (7%)
You will be expected to participate actively in tutorials, including undertaking some "homework" exercises where necessary. Your involvement as an effective group member will also be considered within this mark.

Group Assignment (15%)
The research design presentation in Week 11 will be based on an intervention that will be designed and presented in small groups. Your research project is designed to test a specific hypothesis by identifying a target population, developing an intervention, and a means for evaluating the effectiveness of the intervention. Each group will present the results of their study to the class (for which it is expected that all group members will receive the same mark). Reporting on research in any area of science is an essential skill that reflects your ability to synthesise empirical (research-based) material requiring a considerable level of both theoretical and conceptual understanding, and to report your conclusions clearly and concisely. This assessment task will (a) familiarise you with the process of desigining research in psychology, (b) familiarise you with a particular reporting style and help you acquire the basics of effective and efficient scientific communication, (c) emphasise the development of your scientific communication and information literacy skills, as well as promoting critical thinking, and (d) provide you with a supported collaborative learning experience.

Formal examinations (30%)
The Final exams (30%):
There will be two final examinations: One will cover the application and integration lectures and will be held in the last lecture period of Week 13. The other will cover information assigned in the history, research methods, and ethics lectures and practicals. This will be held in the final examination period, and will be one hour in duration. The location will be announced in lectures. Both examinations will be multiple choice format. A more detailed guide to content will be provided at the end of the session.

There will also be occasional formative assessments (such as MCQ quizzes) held within lecture and tutorial times. The marks for these will not be recorded, however they are designed to provide you with feedback as to your progress in the course.

To apply for **special consideration** concerning late submission of assignments, you must contact the course coordinator) *as soon as possible, preferably before the due date.*

Academic honesty and plagiarism

Plagiarism is the presentation of the thoughts or work of another as one's own.
Examples include:
     * direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
     * paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
     * piecing together sections of the work of others into a new whole;
     * presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
     * claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed. **
Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism. Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.   An assessment item produced in oral, not written form, or involving live presentation, may similarly contain plagiarised material.
The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.
Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.
The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:
www.lc.unsw.edu.au/plagiarism
The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:
     * correct referencing practices;
     * paraphrasing, summarising, essay writing, and time management;
     * appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.
Individual assistance is available on request from The Learning Centre.
Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.
* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle.
** Adapted with kind permission from the University of Melbourne.