



# 1. Staff

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Position



**2.4 Relationship between course & program learning outcomes, activities and assessments.**

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## **3. Strategies and approaches to learning**

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### **3.1 Learning and teaching activities**

The content of this course will have 4 foci: applied research and evaluation, applied health and wellbeing (AHW), career development learning (CDL) and history and systems. Lectures will be provided by specialists in their subject areas. Some will constitute core areas (e.g., research, ethics, history) and others will cover applications of psychological principles to solving particular problems (applied health and wellbeing), or integrate psychological principles across disciplinary boundaries (e.g., ethics—which is part of career development learning). One of the key overarching goals of this course is for you to understand where and how theoretical concepts from psychology can be applied to issues in society. The core lectures and readings provide information on a range of issues from misinformation, to mental health; from the welfare of refugees, to ways to improve the teaching of reading and ‘learning-styles’; from general strategies on self-control, to the presentation of evidence in courtrooms. In each case, relevant psychological literature is reviewed and central findings that are “in the pub

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.

For every 6-credit-unit course, you are expected to spend an average of **12 hrs per week on that course**—this includes class-



|                             |                                      |   |  |                         |  |
|-----------------------------|--------------------------------------|---|--|-------------------------|--|
| <b>Week 3</b><br>27/09/2021 | Misinformation<br>(Live Q&A: Newell) | Self-Control: Failures & Remedies (Live Q&A Newell) | Project Proposal Planning; Quiz revision | Quizzes on set readings | Course readings; lecture revision; project proposal planning |
| <b>Week 4</b><br>04/10/2021 | Gender Norms<br>(Live Q&A: Denson)   | LGBTIQ+ research<br>(Summerell) <b>(NO LIVE)</b>    |  |                         |  |

Lecture Topics For Weeks 1-7(\*all readings on Moodle/\*\*see SDG Toolkit on Moodle)

| Lecturer & Topic  | Assigned Reading*   | Primary Sustainable Development Goal** |
|---|---|--|
| Sci Prof Richard Bryant<br><i>“PTSD &amp; Mental Health”</i>      | Foa, E.B., Gillihan, S.J., & Bryant, R.A. (2013) Challenges and successes in dissemination of evidence-based treatments for posttraumatic stress: Lessons from prolonged exposure therapy for PTSD. <i>PSPI, 14</i> , 65-111. | Good Health                            |
| Dr Kate Faasse<br><i>“Vaccination”</i>                            | Brewer, N.T. et al. (2018). Increasing Vaccination: Putting Psychological Science into Action. <i>PSPI, 18</i> , 149-207.   | Good Health                            |
| Prof Angela Nickerson<br><i>“Disasters and Refugees”</i>          | Bonanno, G. et al. (2010). Weighing the costs of disaster: consequences, risks, and resilience in individuals, families, and communities. <i>PSPI, 11</i> , 1-49.   | No Poverty                             |
| Prof Ben Newell<br><i>“Misinformation (and Climate Change)”</i>   | Lewandowsky, S. et al (2012). Misinformation and its correction: continued influence and successful debiasing. <i>PSPI, 13</i> , 106-131.   | Climate Action/Quality Education       |
| Prof Ben Newell<br><i>“Self-Control: Failures &amp; Remedies”</i> | Duckworth, A.L. et al. (2019). Beyond willpower: Strategies for reducing failures of self-control. <i>PSPI, 19</i> , 102-129.   | Responsible Consumption                |
| Prof Tom Denson   | Meeussen et al. (2020). How to foster male  | Gender Equality/Reduced Inequalities   |





group members will receive the same mark. Peer evaluation of your group members' contributions will be used to moderate individual marks for this assignment.

After receiving feedback on your group presentation, you will prepare an individual write-up of your project which is due by the end of Week 8.

The assignment handout will be distributed in Week 2 and will contain more details.

**Assessment 3: Career Development Portfolio.**

You will be asked to:

- identify a desired career pathway
- write a CV, cover letter, and interview preparation notes to apply for that job

See the assignment handout for more detail.

**Assessment 4: Final Examination.**

This will be held in the final examination period and will be 30mins in duration. The exam will be held online via Moodle. The examination will be multiple choice and will focus on the History & Systems, Ethics, and CV Writing Lectures. It will also include some general questions on the UN SDGs. More information will follow during the course.

**UNSW grading system:** <https://student.unsw.edu.au/grades>

**UNSW assessment policy:**

**Alternative assessments:** will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

**Supplementary examinations:** will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy

## 5.4 Feedback on assessment.

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

| Assessment                           | When                          | Who                          | Where                      | How                                |
|--------------------------------------|-------------------------------|------------------------------|----------------------------|------------------------------------|
| Online Quizzes on Readings           | Ongoing                       | Self-assessed via completion | Moodle                     | Moodle                             |
| Reflection/Opinion                   | Within 2 weeks after due date | Convenor                     | TurnItIn/Moodle            | TurnItIn                           |
| Project Proposal Group Presentation  | Week 5;                       | Peers; Tutor                 | In practical class; Moodle | Peer review form; Moodle Gradebook |
| Project Proposal Individual write-up | Within 2 weeks after due date | Tutor                        | TurnItIn/Moodle            | TurnItIn                           |
| Career Development Portfolio         | Within 2 weeks after due date | Tutor                        | TurnItIn/Moodle            | TurnItIn                           |
| Final exam                           | N/A                           | N/A                          | N/A                        | N/A                                |

## 6. Academic integrity, referencing and plagiarism

The APA (79.96 Tf1 0 0 1 118.1 388.61 Tm0 G[79.96 Tf1 0 0 1 118.q0.00000880 G[79.96 Tf1 0 1 \*277.85 459.67 63.3

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

## 7. Readings and resources

|                                   |   |
|-----------------------------------|---|
| <b>Textbook</b>                   | Nil<br><br>Recommended reading: Morris et al. (2018). <i>The Rubber Brain</i> . Australian Academic Press.  |
| <b>Course information</b>         | Available on Moodle   |
| <b>Required readings</b>          | <a href="#">School of Psychology Student Guide</a> .  |
| <b>Recommended internet sites</b> | <a href="#">UNSW Library</a><br><a href="#">UNSW Learning centre</a><br><a href="#">ELISE</a><br><a href="#">Turnitin</a><br><a href="#">Student Code of Conduct</a><br><a href="#">Policy concerning academic honesty</a><br><a href="#">Email policy</a><br><a href="#">UNSW Anti-racism policy statement</a><br><a href="#">UNSW Equity and Diversity policy statement</a><br><a href="#">UNSW Equal opportunity in education policy statement</a> |

## 8. Administrative matters

The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Disability Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

## 9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>

- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>