



DEPARTMENT OF PSYCHOLOGY

PSY399

**Psychological Science: Putting Theory into Practice
(Capstone unit for psychology)**

Unit Outline: Semester 2: 2011

Unit convenor: Dr Wayne Warburton

[Prerequisites: 30 credit points in PSY Units and admission to BPsych Hons or BA-Psych/BScPsych or 21 credit points in PSY units and admission to BA or BSc]

Students in this unit should read this unit outline VERY carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

PSY399 is a 3 credit point unit undertaken during the third year of an undergraduate psychology degree (preferably in the final semester) in preparation for leaving to find employment with a psychology degree or to prepare for further study.

As such, this unit has a number of important functions. It provides students with an opportunity to reflect on their undergraduate learning to date and on how they might use it; it encourages students to integrate and synthesise the information from the various sub-disciplines in psychology; it encourages students to think about how real world issues may be approached with this knowledge; it focuses on the generic skills students will take into the workplace or further study; and it provides information on what jobs are available in psychology, how to apply for and prepare for those jobs, and on the codes of conduct and ethical behaviour guidelines that will guide your professional conduct in the workplace or in further research.

It is important to note that this unit involves a different type of learning (i.e., learning by experience), and requires different student skills, than is usual in other psychology units. This is because PSY399 contains a practical placement component. Students will need to demonstrate learning from their placement experience, and will be expected to demonstrate initiative, professionalism and a high level of self-regulation in this unit.

Students are strongly encouraged to fully participate in the unit, so that they can gain the maximum benefit from it, especially as a preparation for activities beyond the third year in psychology. Students should be aware that this is only the second offering of this unit and that (a) we have made several positive changes to this course in line with student feedback from last year (e.g., to the assessment tasks), but that (b) community participation protocols and software systems are still being developed and trialled at Macquarie and in this course, and these may have some teething issues this semester. Please be gracious and patient with the staff, who want students to gain the maximum benefit from this course and will help with student issues.

TEACHING STAFF

Convenor: Dr Wayne Warburton:
Consultation Times: Tuesdays, 10.00-12.00AM

wayne.warburton@mq.edu.au

Ph: 9850 8643

Office: C3A 408

Other Lecturers for this Unit:

Dr John Franklin

Email: john.franklin@mq.edu.au

Phone: 9850 8031

A/Prof. Judi Homewood

Email: judi.homewood@mq.edu.au

Phone: 9850-8652

Dr Julia Irwin

Email: julia.irwin@mq.edu.au

Phone: 9850 8006

Ms Patricia Parish

Career Development Officer

Email: patricia.parish@mq.edu.au

Ms. Liz Moore

Email: liz.moore@mq.edu.au

Phone: 0417 549 480

Other staff in this unit:

Placement Coordinator

Ms. Liz Moore

Email: liz.moore@mq.edu.au

Phone: 0417 549 480

Tutors

Ms. Niree Kraushaar

Email: niree.kraushaar@mq.edu.au

Ms. Melissa Dickinson

Email: melissa.dickinson@mq.edu.au

Phone: 9850 8041

Ms Lee Bevitt

Email: lee.bevitt@mq.edu.au

PLEASE NOTE: It is University policy that the University issued email account will be used for official University communication. All students are required to access their University account frequently. All course communications (both to and from unit staff) should be made via the Blackboard internal mail function.

CLASSES

Lectures: 1*1hour lecture each week on Tuesdays, 12noon – 1.00pm, in the E7B Mason theatre (See lecture timetable and readings at the end of this guide).

Tutorials: 2-hour tutorial fortnightly. Students will be divided into an A and a B Stream. The A Stream will begin tutorials in the second week of semester, and the B Stream in the third week. The timetable for classes will be posted on Blackboard and can be found on the University web site at <http://www.timetables.mq.edu.au>

Tutorial times and rooms:

Tuesdays, 10-12noon, F9A166 (Tutor: Ms Lee Bevitt)

Tuesdays, 1-3.00 pm, F9A166 (Tutor: Ms Lee Bevitt)

Tuesdays, 3-5.00 pm, F9A166 (Tutor: Ms Niree Kraushaar)

Tuesdays, 6-8.00 pm, F9A166 (Tutor: Ms Niree Kraushaar).

Thursdays, 1-3.00 pm, F9A166 (Tutor: Ms Melissa Dickinson)

Tutorial Attendance: There are no marks allocated for tutorial attendance, but, in line with Psychology Department policy, tutorial attendance is compulsory.

Volunteer Placement Attendance: This is compulsory. Students will be expected to facilitate and attend their volunteer placement, to keep a log book for that placement, and to perform satisfactorily as volunteers. **Students who do not get a grade of satisfactory for the placement component of their course will FAIL the unit.** The Volunteer Placement section of the Assessment section of this guide provides some general guidance, but detailed instructions are provided in a separate Placement Handbook. STUDENTS MUST READ THE PLACEMENT HANDBOOK CAREFULLY PRIOR TO COMMENCING THE PLACEMENT PROCESS.

Managing Classes: Changes to all units can be done on-line via eStudent. After week 2, no further changes will be entertained unless supporting documentation about the reason for changing is provided and there is space in the tutorial you wish to change into. In regards to tutorials, students will be allocated a tutorial stream by the Psychology Office. A draft list will be available in week one of semester and the final list in week three. The list will be displayed on Blackboard and on the notice boards in the corridor of level four in building C3A.

Expectation of hours spent on this unit. As a 3 credit point unit, it is university policy that this unit should comprise a minimum of 3 hours per week per credit point, which equates to 9 hours per week, spread across the full semester.

This table sets out how these hours are allocated within this unit.

Component	Weekly Hours, across full semester
Lectures 13*1hr	.87
Tutorials 6*2hr	.80
Reflection 8*30 minutes	.27
Reading and study 12*2 hrs	1.60
Literature Review (20 hrs)	1.33
Project Report (30 hrs)	2.00
Volunteer work in the community (32 hrs)	2.13
TOTAL	9.00

Components - breakdown of hours

Reading, reflection and study

From week 3 to week 11, students are expected to spend 30 minutes per week (at least) reflecting on their undergraduate studies, on how the different sub-disciplines in psychology link within the whole person and apply to wider social contexts, and on ways that they will use their psychology major in their future endeavours, be they in the workplace or in future study. Students are also expected to spend a further 2 hours per week reading (course readings) and studying course materials.

Literature Review.

Of the 20 hours allocated to this task, at least 6 hours will be needed to locate relevant literature from the Macquarie University database, a further 4 hours will be needed to read through the literature and make notes, 6 hours to create a first draft of the manuscript, and 4 hours to create the final drafts of the manuscript.

Project Report.

Of the 30 hours allocated for this task, at least 6 hours will be needed to write and study a placement diary, a further 12 hours will be needed to collate the information needed for the report and to make notes, 8 hours to create the first drafts of the manuscript, and 4 hours to create the final draft of the manuscript. This task also assess outcomes from the 32 hour volunteer placement

Volunteer work in the community

Students will; be expected to participate in 32 hours of volunteer work and to keep a log book that will be signed by a representative of the organisation that they choose to volunteer for.

UNIT WEB PAGE

Webpage of unit: <http://learn.mq.edu.au>

Lecture outlines (and, when applicable, tutorial handouts) will be uploaded to this site each week. Sometimes there will be unavoidable delays. Please DO NOT contact the Unit Chair to request that the lectures be uploaded.

- Please use the mail facility on the Unit Blackboard page **for all communication** with staff about the unit. Tutors should also be emailed through the Blackboard email system.
- Please **check the Unit Blackboard page and the Unit Outline carefully BEFORE telephoning or emailing** the unit administrator.
- Important messages will be posted as announcements on the Blackboard site, updated regularly, and announced during (recorded) lectures. Please check the webpage, your web page email account, and your general student email account regularly.
- Please also use the Discussion Page to communicate with other students during the semester. Note, however, **that this is a student-to-student page** and if there are questions related to the course itself, an enquiry should be directed to your tutor via the internal email system. Staff will NOT monitor the discussion board for enquiries.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

There is no required text for this course. However a set of readings is listed at the back of this unit guide along with the lecture and tutorial schedule. Most items are available from e-journals or from websites (urls provided). Other items will be in special reserve.

The lecture and tutorial program are summarised at the end of this document.

LEARNING OUTCOMES AND GRADUATE CAPABILITIES DEVELOPED

This course aims to provide specific knowledge about psychology as a profession and to assist students to consider how their theoretical understanding of psychology applies to the wider world. It aims to assist students to develop a range of generic skills that are important in both the workplace and further study. Below is a list of learning outcomes and graduate capabilities that this course can help you to develop. Next to each is the component of the course that most directly addresses these skills (noted in italics).

Learning Outcomes (LO)

On completion of this unit it is anticipated that students should be able to:

1. Identify a social issue and devise practical solutions that are supported by sound psychological theories and evidence (*Tutorials, Reflection, Volunteer Placement, Project Report*);
2. Engage with a local organization in order to learn about a significant social issue and how it is being addressed in that organisation, and to develop practical skills and knowledge (*Volunteer Placement*);
3. Critically evaluate a body of literature on a social issue in relation to relevant psychology sub-disciplines (*Tutorials, Literature Review*);
4. Integrate and synthesise knowledge from various psychology sub-disciplines (*Lectures, Tutorials, Reflection, Literature Review*);
5. Critically reflect on how the different sub-disciplines in psychology link within the whole person and apply to wider social contexts, including the placement organisation's activities (*Lectures, Tutorials, Reflection, Literature Review, Project Report*);
6. Reflect on their learning in psychology (including practical learning), and its application to professional and ethical practice (including at their volunteer placement) (*Lectures, Tutorials, Reflection, Project Report*);
7. Demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience (*Tutorials, Literature Review, Project Report*).

Graduate Capabilities (GC)

It is anticipated that as a result of attending/listening to lectures, participating in tutorials, reading, and completing the course projects, students will:

1. *Have reflected on their undergraduate studies*, on how the different sub-disciplines in psychology link within the whole person and apply to wider social contexts, and on ways that they will use their psychology major in their future endeavours, be they in the workplace or in future study. (*Reflection time*)
2. *Further develop critical, analytical and integrative thinking skills*: Students will be encouraged throughout the course to integrate and synthesise their knowledge from the various sub disciplines of psychology and to use this integrated knowledge to examine a real world issue. In addition, students will be expected to critically analyse what they read and experience in order to produce high quality reports. (*Lectures, Readings, Tutorials, Reflections, Literature Review, Project Report*)
3. *Further develop their communication skills*. Communication skills and teamwork are key graduate skills. It is anticipated that students will (1) develop oral skills through communicating within small groups during tutorials, and arranging and completing their volunteer placement, and (2) develop written skills through the Literature Review and Project Report, and through lectures on key skills such as how to prepare a CV (*Lectures, Volunteer Placement, Tutorials, Literature Review, Project Report*)
4. *Further develop problem solving skills*: It is anticipated that students will develop problem solving skills through being asked to identify a real world issue, research it, and use their synthesised/integrated knowledge about psychology to put forward a potential solution. (*Tutorials, Volunteer Placement, Project Report*)
5. *Further develop creative thinking*: It is anticipated that students will use creative thinking to identify a social issue, identify the best general area in which to volunteer their time to learn more about that issue, and to use their integrated knowledge of psychology to produce innovative solutions to those issues (*Volunteer Placement, Project Report*)
6. *Become more socially and environmentally active and responsible*: Students are expected to engage with outside organisations to find out about an important social issue, volunteering their time and thus (it is hoped) 'helping to make a difference' in real terms. Students will be encouraged in this course to approach all their endeavours in an environmentally responsible way. (*Volunteer Placement, Project Report*)
7. *Become more engaged local and global citizens*: Students are expected to volunteer their time to, and engage with, a local organisation, in order to tackle a significant social issue. These issues may be global in scale, and so any solutions put forward by students may have wider implications. (*Volunteer Placement, Project Report*)

8. *Become more capable of ethical, professional and personal judgement and initiative:* This course bridges undergraduate learning and professional life for many students, and so it is anticipated that students will use the course to develop skills in:
- Producing a CV detailing their achievements;
 - Understanding the various career paths available in psychology;
 - Understanding the ethical practices and codes of conduct that govern the professional behaviour of psychologists;
 - Understanding the underlying principles of ethical and professional practice;
 - Understanding the applications of psychology in a range of real world situations;
 - Using their initiative (e.g., to facilitate a volunteer placement and complete the placement in an ethical and professional manner)(*Lectures, Tutorials, Readings, Volunteer Placement, Project Report*).
9. *Demonstrate a commitment to continuous learning:* Students are expected to reflect on how they can apply their learning in other contexts, and it is hoped students will better understand the practical and ethical importance of continuing education for psychologists. (*Lectures, Tutorials, Reflection, Readings*)

TEACHING AND LEARNING STRATEGY

Lectures: Introduce students to material relevant to the transition from undergraduate student to psychology graduate, or to further study. As the majority of students in this course will be moving to the workforce, the main focus of lectures will be on preparation for a profession that has at its core a psychology degree. Thus, lectures will cover areas relevant to integrating a knowledge of psychology, preparing for and applying for a psychology-based job, professional practice and ethical conduct, Readings extend rather than duplicate the lecture material, and students should be self-directed in reading and integrating readings with the lecture material. The final exam questions will test learned facts, the student's integration of ideas, and their understanding of underlying concepts.

Tutorials: Tutorials are not necessarily linked with the concurrent lecture material. They are primarily concerned with (1) guiding students through the process of producing their major projects, (2) using a 'problem-based learning' approach to examine dilemmas in professional practice, (3) providing ongoing assistance with the process of arranging and completing the practical placement, (4) providing guidance on practical skills such as knowledge integration and reflection, and (5) debriefing about placement experiences.

Placements: Students will need to develop their ability to learn from practical experience during the placement component of the course, and will be expected to show initiative and to be quite self-regulated before and during placement, and throughout the course. Practical learning during placement will be partly assessed in the major project.

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES, GRADUATE CAPABILITIES

There are four summative assessment tasks which require different modes of performance and assess different learning outcomes/graduate capabilities. There are also two formative (practice) assessment tasks to allow students to monitor their own learning progress, but that are not marked.

Summative Assessment Tasks: These tasks DO count towards the final mark.

1. *Volunteer Placement.* This task involves engaging as a volunteer with an organisation in the wider community to find out, first hand, about a significant social issue. This task receives a grade of Complete or Incomplete but is not given a mark (LO: 1, 2, GC: 3, 5, 6, 7, and 8). **Please note that all of the remaining summative tasks are given a mark and a grade;**
2. *Literature Review.* This task involves identifying a significant social issue, and integrating existing knowledge from various disciplines in psychology to understand the issue. (LO: 3, 4, 5 and 7; GC: 2-3);
3. *Project Report:* Students will have a choice of two tasks:
 - a. A critical incident analysis of an event during placement that had a profound impact on your thinking and may have been a defining moment in regards to your future life direction; OR
 - b. A five-part project report which includes a written report on:
 - i. planning for the placement;
 - ii. development of professional skills during placement
 - iii. using academic skills during placement
 - iv. reflecting on undergraduate experience and the placement, and
 - v. devising practical solutions to a social issue (LO: 1, 2, 5, 6, and 7; GC: 1-9);
4. *Final Examination:* A key outcome for this unit is for students to learn and understand the various codes of ethical conduct for psychologists and allied professions, and the professional standards enshrined in the governing legislation that affects psychologists. The final examination will test students knowledge in these areas, their ability to integrate knowledge across the psychology disciplines and other lecture material, and their understanding of the principles underlying professional practice (LO: 4-7; GC: 1, 2 and 8).

Formative (Practice) Assessment Tasks: These tasks do NOT count towards the final mark.

- 1) *Reflection:* Students will be expected to spend at least 30 minutes per week (or equivalent) reflecting on their undergraduate coursework, on how the different sub-disciplines in psychology link within the whole person and apply to wider social contexts, and on ways that they will use their psychology major in their future endeavours. Some guidance on setting up a personal reflection time will be provided in tutorial 1. PLEASE NOTE that the project report has an assessed section in which students describe their personal reflection practices during the semester (LO: 1, 4, 5 and 6; GC: 1 and 9);
- 2) *Self-Reflection on Critical Analysis and Writing Skills.* Essay marking grids are provided to students in this unit guide, outlining the standards against which their Literature Review and Project Report will be assessed. Students are encouraged to examine carefully these criteria and bring any questions to tutorials, where further guidance will be given. Students will also engage with the tutors fortnightly to discuss their progress with their placement and major projects, and to receive feedback about how they are progressing, along with practical advice (LO: 3, 4 and 7; GC: 2 and 3).

A table detailing each assessment task along with the marks allocated, the due date, and linked learning outcomes/graduate capabilities follows:

Summative Assessment Tasks – These DO count towards your final grade.

Task	Weight	Due Date	Graduate Capabilities	Learning Outcomes
1. Volunteer Placement. Log books must be handed in by the due date, and signed by the placement organisation Students MUST gain a grade of Complete to pass the course	Complete / Not Complete	Monday, November 14, 2011 10.00 am	3. Develop communication skills. 5. Develop creative thinking: 6. Become more socially and environmentally active and responsible: 7. Become engaged local and global citizens: 8. Become more capable of ethical, professional and personal judgement and initiative:	1. Identify social issue and possible solutions 2. Engage with local organisation. to tackle social issue
2. Literature Review	20%	Friday September 2. 10am (Week 5) Returned in tutorials in Weeks 8 and 9	2. Develop critical, analytical and integrative thinking: 3. Develop communication skills.	3. Critically evaluate literature across disciplines 4. Integrate/synthesise knowledge across disciplines. 5. Critical reflection on links between sub disciplines and whole person/society 7. Oral, written and verbal communication skills.
3. Project Report	40%	Monday October 17, 10.00 AM (Week 10) Returned in tutorials in Weeks 12 and 13	1. Have reflected on undergraduate studies 2. Develop critical, analytical and integrative thinking: 3. Develop communication skills. 4. Develop issue solving skills 5. Develop creative thinking: 6. Become more socially and environmentally active and responsible: 7. Become engaged local and global citizens: 8. Become more capable of ethical, professional and personal judgement and initiative: 9. Commitment to continuous learning	1. Devise practical solutions to social issue 2. Engage with local organisation. to tackle social issue 5. Critical reflection on links between sub disciplines and whole person/society 6. Reflect on learning in psychology, professional and ethical practice 7. Oral, written and verbal communication skills.
Final Examination 80 questions 90 minutes	40%	Examination Period See Examination Timetable	1. Have reflected on undergraduate studies 2. Develop critical, analytical and integrative thinking: 8. Become more capable of ethical, professional and personal judgement and initiative:	4. Integrate/synthesise knowledge across disciplines. 5. Critical reflection on links between sub disciplines and whole person/society 6. Reflect on learning in psychology, professional and ethical practice 7. Oral, written and verbal communication skills

DETAILED ASSESSMENT INFORMATION AND PROCEDURES

1. Volunteer Placement

Students will be expected to undertake a 32 hour volunteer placement. It is desirable that this be with an organisation that works in the social issue area that the student has nominated in their literature review. It should be noted, however, that some students who choose to be matched with an existing placement may not end up being placed within an organisation that deals directly with their nominated social issue. If that is the case, students are expected to (a) engage fully with the core activities of their placement (this is particularly important in terms of the Project Report), and (b) be mindful of activities with relevance to that social issue within their placement, as your literature review and interest in this area would be valuable both to the placement organisation and to the quality of your engagement with the placement.

A comprehensive Placement Guide has been prepared and can be downloaded from Blackboard.

IT IS CRUCIAL THAT STUDENTS DOWNLOAD THIS GUIDE AND READ IT VERY CAREFULLY. FAILURE TO DO SO COULD MEAN MAKING AN ERROR THAT RESULTS IN FAILING THE COURSE DUE TO NON-COMPLETION OF THE PLACEMENT.

This year the university is trialling placement matching software. You will be contacted by email if this software will be trialled in PSY399 in Semester 2 of 2011. If so, all students will be expected to log in to the placement matching website (details will be provided) and register their preferred placement choices from 8 general areas:

1. Children and Youth
2. The Aged
3. Family Violence
4. Mental Illness [psychotic e.g., schizophrenia]
5. Mental Illness [non-psychotic e.g., depression, bulimia]
6. Health and wellbeing (general)
7. Homelessness/social inclusion
8. Academic research

At this stage the trial seems unlikely, and the unit is therefore preparing to match and place students manually. Students will be asked to complete a brief survey in Week 1, which lists all placement activities available as of that time. Students will be asked to nominate either self placement (which has a number of advantages but requires some additional early work) or to be matched with a placement. A list of available placement activities will be provided and students will be expected to number their preferences from 1-10 and write up to 150 words detailing the reasons why they would be a good match with their preferred top choices. Students must then return their form to the unit Placement Coordinator (PC), Liz Moore, by a specified time. Additional placement activities will be advertised throughout semester as they become available.

Some students may not be matched to an existing placement activity, as there may be more students than existing placements. These students, and the students who choose to self-place, will need to find a placement organisation willing to (a) accept them, (b) enter into a contract with Macquarie University for that placement, (c) provide a placement activity description, and (d) cooperate with an Occupational Health and Safety (OH&S) assessment. A detailed procedure on how to arrange a self-placement is provided in the Placement Guide.

The Faculty Participation Manager, Ms Judy Hutchison will assist students by facilitating the contractual arrangements with their nominated organisation, and Ms Liz Moore, the course Placement Coordinator, will notify students when placement arrangements have been finalised, and collect students' signed contracts, make the final approvals for placements, and offer advice when needed. It is crucial that ALL students read the Placement Guide very carefully and follow the instructions to the letter.

Remember, it is the student's responsibility to facilitate their volunteer placement. Course staff will match students to existing placement opportunities if possible, and will help facilitate contracts and paperwork where needed, but it is ultimately up to students to take responsibility for their own placement – self-direction, independence and initiative are all key skills for the workplace or higher study.

Contracts with Placement Workplace

It is Macquarie University policy that **ALL** organisations that accept Macquarie placements should have a contract with the University, and that **ALL** students who do a volunteer placement are placed at an organisation that has a contract with the University (see Unit Placement Guide for full details). There are NO exceptions.

Placement Coordinator (PC) and Faculty Participation Manager (FPM)

This year Ms Liz Moore will be the placement coordinator (PC) for PSY399 and Ms Judy Hutchison (judy.hutchison@mq.edu.au; 9850 7907) will be the Faculty Participation Manager (FPM). The FPM is responsible for managing the relationships between the university and placement organisations. If students have significant problems with the placement organisation or the placement organisation has a problem with a student, they would contact the FPM, who would facilitate a resolution.

Whether the student-placement matching system used in PSY399 is software-based or manual, Liz (the PC) will be the person who ultimately matches students to their placement opportunities. Students who are matched with an existing placement opportunity will be responsible for contacting the placement organisation and facilitating everything that needs to happen before, during and after the placement. If there are significant (i.e., not trivial) difficulties with this match, Liz will examine whether another match is possible, although it is most likely that students would then be asked to find their own placement organisation as the alternative placement solution. In addition, if students have minor issues with their placement, they can approach Liz for assistance. Liz can also provide general advice on placements and placement processes. If the student has a significant issue with the placement, they should contact Judy, the FPM.

Students who are not matched with an existing placement opportunity will need to find a placement opportunity themselves. Once a potential organisation is found, students should contact Liz in the first instance to gauge its suitability. If Liz is satisfied that the placement organisation is generally suitable, the student would then approach Judy, the FPM, who will work with the student to arrange a contract with the placement organisation, as well as an activity statement and an OH&S assessment.

Although Judy and Liz will help students with specific tasks such as arranging contracts, and assisting with problems that arise during placement, and Liz will match students with placements and help with general information, neither Judy nor Liz will arrange the placement itself for any student under any circumstances.

Student conduct whilst on placement

This unit involves your attendance at a host organisation. We require you to ensure you maintain the highest standards of behaviour and personal presentation; abide by and cooperate with the organisation's rules, requirements, and procedures, including those dealing with occupational health and safety, equal employment opportunity and security; and comply with all confidentiality, privacy, ethics and intellectual property requirements.

In addition, students should read the contract agreement and also the log book sheets to gain an understanding of the specific behaviour standards you will agree to by signing the contract, as well as the behaviours that will be assessed by your supervisor in the placement organisation. In general, as an absolute minimum standard, students are expected to:

- Be punctual, courteous and respectful at their placement;
- Be appropriately dressed whilst on placement;
- Behave professionally while on placement;
- Complete the tasks provided by the Host Workplace in a diligent and professional manner;
- Abide by all the reasonable rules, requirements, and procedures of the Host Workplace, including those dealing with occupational health and safety, security, and confidentiality;
- Approach their placement tasks with enthusiasm and a positive attitude.

Where there is a perceived breach of this expected code of conduct, we will investigate the breach in accordance with standard Macquarie University processes. Ultimately, the matter may be referred to the Discipline Committee of Council. The outcome of any investigation will depend on the findings. **It is important that you understand that the penalty could range from a note on your file/transcript; a fail for the unit; through to exclusion from the University or legal proceedings.**

Insurance

Students are covered for Third Party Public Liability Insurance (TPPL) and Personal Accident Insurance (PAI) for the duration of their enrolment in PSY399, beginning day 1 of semester 2 and ceasing on the last day of semester 2. Insurance covers participation activities on-site and off-site. Hours worked past PSY399 enrolment or after the last day of semester 2 are NOT covered. If your placement organisation requires a note providing proof of insurance, this can be obtained by emailing the FPM, Judy Hutchison, at judy.hutchison@mq.edu.au. If you have an accident related to your placement, you will need to report it to both the FPM (Judy Hutchison) and the Macquarie Uni Tax and Insurance Officer, Maggie Feng (maggie.feng@mq.edu.au).

Working With Children Check and Police Check

If your placement involves contact with children under the age of 18, you will need to do a Working With Children Check prior to commencement. The web page (<https://check.kids.nsw.gov.au/index.php>) gives information on when you need to complete a WWCC and how to apply. It also has a section specific to volunteers. This check will incur a small fee for which the student is liable. If students are matched with a placement requiring a WWCC, then they should either obtain the WWCC, or contact the PC to be removed from that placement if they do not wish to undertake the check. In the latter instance the student would then need to arrange their own placement.

Some placement organisations may ask for a Police Check. If students are matched with a placement requiring a Police Check, then they should either obtain the Police Check, or contact the PC to be removed from that placement if they do not wish to undertake the check. In the latter instance the student would then need to arrange their own placement. The NSW Police have links to their criminal history record check services at:

http://www.police.nsw.gov.au/about_us/structure/specialist_operations/forensic_services/criminal_records_section.

Auditing

In order to ensure that placements and supervisors' reports are genuine, log books will be randomly audited. For audited log books, supervisors will be telephoned, and the nature of the placement, the hours and tasks completed, and the ratings will all be confirmed. Students whose placements are not genuine, or who have falsified their log books, will fail the course and will also be referred to the Psychology Department Learning and Teaching Committee for further disciplinary action.

Submission of Log Books

Log books can ONLY be submitted via the LABELLED locked boxes in the foyer of building C3A or in the single Psychology Essay Box located outside the entrance of C3A after hours. See page 9 for due date and time.

A copy of the Log Book sheet follows. This can also be found in the Placement Guide and will be supplied separately as a PDF on the PSY399 Blackboard site.

PLEASE NOTE THAT THIS SECTION OF THE UNIT GUIDE GIVES ONLY THE MOST GENERAL DETAILS OF THE VOLUNTEER PLACEMENT.

PRIOR TO ARRANGING A PLACEMENT, STUDENTS **MUST** READ THE ENTIRE PLACEMENT GUIDE CAREFULLY TO UNDERSTAND THE SPECIFIC PROCEDURES. FAILURE TO DO SO MAY HAVE SERIOUS CONSEQUENCES.

A final word: The good news!

We know there have been a lot of warnings about following instructions properly and behaving well on placement, so it is important to also point out that most students will find their placement a very valuable experience. Last year we surveyed all available PSY399 students, and it was reported back that the placement was the part of the course most enjoyed by students and found most valuable by students. A number of students were offered full time employment, and number found the experience crucial in determining their future life direction.

The students who got the most out of the placement were those who engaged with it the most. Our advice is to throw yourself into the placement, engage with it fully, and to give yourself the greatest possible chance of reaping all of the benefits that a placement can provide.

Volunteer Placement Log Book Sheet (Append additional notes if necessary)

Volunteer name:		Student number:			
Placement organisation:					
Placement address:					
Supervisor name:					
Supervisor phone number:					
Date placement started:	Date placement completed:	Page Number:	Total no. Pages:		
Log Book					
Date	Hours	Tasks performed	Supervisor Signature		
TOTAL					
Please tick the appropriate box		Unacceptable	Satisfactory	Good	Very Good
This volunteer was punctual, arriving for all placement sessions on time					
This volunteer was courteous and professional					
This volunteer did all tasks asked of her/him and did so willingly					
This volunteer was appropriately dressed and well presented					
This volunteer was an asset to this organisation while they were here					
Other comments:					
Signature of placement supervisor:				Date of report:	
<small>Office Use Only</small>					
Completed Satisfactorily (Tick only one)		YES		NO	

2. Literature Review (20%). Due 10AM Friday September 2.

In this assessment task you have just 700 words to write an integrated and critical analysis that will showcase your research, integration, critical analysis and writing skills. In this brief literature review you are required to:

- a) Identify an important social issue that is yet to be adequately addressed in Australian society, and that you would ideally like to learn about during your placement (for example, domestic violence, burn out in the work place, services for those with psychotic illness, to name just a few of many possible topics); **Please note:** it may not always be possible to obtain a placement directly relevant to your nominated area of interest. Nevertheless, this literature review should be in this area of interest to you.
- b) Locate and critically evaluate a body of literature related to this social issue and communicate this clearly, coherently and concisely in your review. These are core skills specified by the Australian Psychological Society for graduate psychologists.
- c) In the review, you must integrate literature from at least four of the following psychology sub-disciplines:
 - i. Animal behaviour
 - ii. Clinical psychology
 - iii. Cognition
 - iv. Developmental psychology
 - v. Emotion
 - vi. Evolutionary psychology
 - vii. Health psychology
 - viii. Learning and behaviour
 - ix. Neuro/biopsychology
 - x. Organisational psychology
 - xi. Perception
 - xii. Personality psychology
 - xiii. Psychology of relationships
 - xiv. Social psychology
- d) You have just 700 words – that is around 150 words for each sub discipline and 50 words to introduce the issue and 50 words to make a conclusion. You may choose to write about each discipline separately or to integrate knowledge across disciplines as they relate to each point you make. Either way, there must be a critical evaluation of what you present and evidence that you have integrated the knowledge from the 4 disciplines into a more holistic understanding of the issue. Usually this would be easier to demonstrate by illustrating essay points with examples from a range of psychology sub-disciplines than by dealing with each sub-discipline separately.

Critical criteria in the assessment of your Literature Review and Proposal include the integration of knowledge from various psychology disciplines, synthesis of this knowledge, critical analysis of what you have read, and the clarity of the arguments put forward. These are all highly important graduate skills. The table below is a guide as to how this task will be assessed.

How your Literature Review will be assessed

The table below outlines the skills and standards which will be used to assess your work.

Skills	Superior Standard	Satisfactory Standard	Below expected Standard
<p>Research Skills Locating relevant, peer-reviewed literature from reputable academic journals and relevant books, and then selecting the most pertinent material in order to address the essay question.</p>	Evidence of adequate reading from high quality sources. Provides a balanced report of research from relevant studies. Key theories and study findings directly relevant to the topic are clearly identified. Recent research is included.	Adequate source material - finds several relevant studies. Adequate reporting of recent research and research that has adequate relevance.	Limited research and reading around the topic. May use inappropriate source material e.g., opinions, non-peer reviewed material, material sourced from internet etc.
<p>Identifying relevant theoretical issues Are pertinent theoretical/ conceptual issues in the question clearly defined and addressed?</p>	Discusses relevant theories/proposed explanations related to the social issue of interest. These should come from a range of psychology disciplines,. Where there are differing views on a particular topic these are clearly articulated.	Refers to theories/proposed explanations, and demonstrates an adequate understanding of the issues. Some attempt to integrate theories from different disciplines. Adequately coherent.	Theories/explanatory processes are not adequately discussed. Failure to address topic across disciplines.
<p>Critical Evaluation of Empirical Research The extent to which theories/explanations are supported by empirical research and methodological strengths and limitations of the studies are discussed. Does the student approach the topic in a fresh and interesting way?</p>	Brief but adequate discussion of the strengths and limitations of studies, and identification of unanswered questions which still need to be resolved. Critical engagement is analytical and incisive. May identify ways studies could be improved and argue for a possible alternate outcome if new methodology used.	Evaluates studies using basic criteria. Identifies strengths and limitations, and adequately applies these in interpreting study results and supporting the arguments being put forward.	Does not show critical discrimination in evaluating research evidence. May make sweeping criticisms that are not supported or explained adequately, overvalue the importance of findings, or describe research in superlative terms that are undeserved.
<p>Level of Integration, Synthesis, Analysis, Integration of research findings a) across disciplines; b) across studies; c) with relevant theories; and d) with the social issue the Literature Review focuses on</p>	Comprehensive integration/synthesis of different theories and different research studies from several psychology disciplines with respect to how they relate to each other and to the topic.	Some attempt to synthesise/integrate information from different sources and disciplines to address the social issue of interest.	Does not integrate information from different disciplines or studies. Does not make clear the relevance of the source material reported to the social issue addressed.
<p>Writing Style and Structuring Are issues to be addressed in the essay clearly stated? Are points/arguments a) clearly stated and b) supported by examples? Are arguments logically structured and developed? Is grammar, punctuation and paragraph structure correct? Is language appropriate to academic work?</p>	Writing style is economical and clear; usually chooses words aptly; observes conventions of written English and academic writing in Psychology; Essay is well structured. Paragraphs logically support the developing argument with specific details and examples provided; there are smooth transitions between paragraphs, with linking sentences.	Paragraphs consist of distinct units of thought which develop the argument. Adequate clarity, grammar and succinctness, with little repetition.	Major issues with clarity of writing, spelling, grammar and academic conventions of presentation. Simplistic structure, wanders from one topic to the next. Ideas not arranged logically. Use of colloquial language, slang or jargon.
<p>References Are references complete and correct? Are they correctly formatted? Are in text references appropriately formatted? Does reference list match in text references? Are references appropriate? Are sources of high quality? Primary citations wherever possible (rather than secondary 'as cited in' citations).</p>	Judicious choice of references and accurate and complete citations in text and reference list according to APA guidelines.	Generally conforms to APA guidelines.	Major inaccuracies, omissions with referencing, failure to conform to APA guidelines. In text references do not align with reference list.

- Grades:** Within the limitation that this is a 700 word literature review, the following grade descriptors are derived from the standards in the previous table:
- Pass:** Satisfactory performance across most standards. Demonstrates understanding of key issues related to the social issue of interest, reads some relevant literature from a range of psychology disciplines and reports on that literature in an accurate way.
- Credit:** Draws reasonable conclusions from different sources and disciplines in psychology, but shows limited integration, synthesis, analysis. Demonstrates superior performance across some standards, satisfactory for others. Students must show some evidence of critical analysis and integration to achieve this grade.
- Distinction:** Superior performance across all the above standards. Students must show a clear understanding of how research from different psychology disciplines is relevant to the social issue of interest and demonstrate superior skills in analysis and synthesis of main ideas/findings from literature to achieve this grade.
- High Distinction:** Outstanding performance across all above standards. Work awarded this grade is distinguished by particularly concise, cogent, sophisticated critical analysis, synthesis, and eloquent expression.

Rules, Procedures and Penalties for your Literature Review.

Word length: Your Literature Review and Proposal should be no more than **700 words** and conform to the following formatting guidelines: double-spaced, 12-point font (Times New Roman), margin of 2.54 centimetres. The word length includes in-text referencing, but does not include the reference list at the end or the title page. You DO NOT need to include an Abstract with your literature review.

Word length penalty: There is a penalty of 5% (1 mark) per 100 words over length, with an initial 10% leeway for this assignment only. Thus if your essay is 770-869 words there would be a penalty of 1 mark. An essay of 870-969 words would attract a penalty of 2 marks, and so on. THERE ARE NO EXCEPTIONS. Word length and formatting will be checked by turnitin software (see details below). Remember, most of the essays will attract a mark between 10 and 16 – that is, most people will be separated by just 6 marks or so. For this reason, even a small penalty can make a significant difference to your final standing in the course.

How to submit your literature review. There are three steps.

1. Submit your essay electronically to Turnitin - see detailed instructions below: (Submit.1)
2. Submit a hard copy of your essay **with the Turnitin receipt number noted on the cover-sheet** - see detailed instructions below: (Submit.2)
3. Check the website to confirm that your hard copy has been received – see detailed instructions below: (Submit.3)

Submit.1 – Turnitin Submission for academic honesty and word-count check

You are required to submit your essay to the anti-plagiarism detection software via the Internet. This software also enables us to check word length. Your essay will be automatically compared to work of your classmates, previous students from Macquarie and other universities, with material available on the Internet, both freely available and subscription-based electronic journals and book chapters. The results will be sent only to the unit chair who will analyse them with reference to the University's Policy on Plagiarism.

Turnitin Procedure (see also Blackboard site for links and instructions)

1. Go to: <http://www.turnitin.com> and register yourself in PSY399
2. Do this by: Going to (top right hand corner) "New users" and click
3. Use the pull-down menu and select *user type 'student'*
4. Enter *Turnitin* class ID for PSY399 which is: 4104432
5. Enter Turnitin class enrolment password: puffin399
6. Keep following the prompts. You will be asked to enter your email, a password, a secret question, name, agreement and then you can log in.
7. Choose the 'Literature Review' option
8. Submit your essay by clicking on the submit icon. Only use the "**File upload**" and **not** the "cut and paste" option. Click the "Browse" button and find your essay file.
9. Use your student ID number as the "submission title"
10. Submit your essay. A digital receipt will be generated.
11. Save a copy and write this receipt number on the cover sheet.

Please see links on the PSY399 Blackboard Site. For help see the following:
http://www.Turnitin.com/static/training_support/student_training.html

A Turnitin guide for students is available here:
http://www.Turnitin.com/static/training_support/

The University's Policy on Plagiarism is available here:
<http://www.student.mq.edu.au/plagiarism/>

REPORTS ARE NOT CONSIDERED TO HAVE BEEN SUBMITTED UNLESS THEY HAVE BEEN DEPOSITED WITH TURNITIN. WE WILL CHECK FOR THE RECEIPT NUMBER ON YOUR COVER SHEET.

Submit.2 – Hard Copy of Essay in the Collection Box

Remember to submit your essay via the labelled locked boxes in the foyer of building C3A ONLY.

- Assignments can ONLY be submitted via the LABELLED locked boxes in the foyer of building C3A or in the single Psychology Essay Box located outside the entrance of C3A after hours.

- The assignment boxes are cleared at 10 am on Mondays to Fridays and again at 4 pm ONLY ON FRIDAYS (Assignments received at 4pm on Fridays, after the 10 am clearing, are counted as an additional 1 day late).
- Assignments submitted after the 4 pm clearing on Fridays will be cleared on Monday at 10 am and will incur a weekend (counted as two additional days) penalty.
- Assignments will not be accepted after the return of marked assignments
- All assignments submitted must be accompanied by a completed and signed Psychology Department coversheet which is available from outside the Psychology Office C3A432 or downloadable from <http://www.psy.mq.edu.au/pdf/coversheet.pdf>
- Assignments will not be accepted unless a correct coversheet is completed and signed.
- A copy of the assignment must be kept as proof that the assignment was completed and submitted.
- Electronic copies of assignments are not accepted.
- Assignments submitted by post will not be accepted.

Submit.3: Confirm that your essay has been received:

AFTER AN ASSIGNMENT IS SUBMITTED:

It is the responsibility of the student to check the Psychology Webpage (<http://www.psy.mq.edu.au/assrec/>) after submitting the assignment to ensure that his/her assignment has been received. The webpage will be updated by 5pm on the due date of the assignment. If an assignment is not noted as being received, it is the student's responsibility to immediately contact the staff in the Psychology Office in writing to inform them. The student will then be required to submit a fresh copy of the assignment and the date of receipt will be the date the Psychology Office was informed of the non-receipt **in writing**. Lateness penalty will be applied until the date the Psychology Office is informed of the non receipt of assignment.

Assignments will be returned to students during tutorials in weeks 8 and 9. The remaining assignments will then be available for collection from the Psychology Office. During Semester time, the Psychology Office opening hours are 10AM to 5PM. Tutors of evening tutorials will return ALL assignments during the late classes.

Late submission and Penalties:

Penalties will be levied for late submission of assignments. The penalty for late submissions is 5% for every day late. Since this assignment is worth 20% of the overall assessment for the Unit, if you submit one day late then $5\% \times 20 = 1$ mark. That is, one mark will be subtracted from whatever mark you were allocated for the assignment. If you are two days late the penalty is 2 marks and so on. Remember, almost all of the essay marks will fall within a range from 10-16, a separation of just 6 marks or so. A penalty really can make a big difference, so you don't want to be late!

Requests for extensions

Requests for Extensions for Assignments are granted ONLY by the Psychology Office.

Ordinarily, no extensions of time for submission of written work will be granted since ample time for its preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this in writing by completing a Request for Extension on Written Work form, available outside the Psychology Office, with supporting documentary evidence (such as medical certificate, counsellor note, or similar). The form and the supporting documentary evidence must be submitted to the Psychology Office (C3A 432). The staff in the Psychology Office will make all decisions regarding extensions. Neither individual tutors nor the course convenor will grant extensions.

All requests for extensions must be made **prior** to the due date for the assignment.

If an extension is granted the authorisation section of the form **must be collected and attached to the assignment**. Failure to do so will result in a late penalty being applied as the marker will not know that an extension has been granted

3. Project Report (40% of final mark). Due 10AM Monday October 17th.

The Project Report is 1500 words in length. You have a choice of two report formats:

- a) a standard project report in 5 parts:
 - i. planning for the placement;
 - ii. development of professional skills during placement;
 - iii. using academic skills during placement;
 - iv. reflecting on undergraduate experience and the placement; and
 - v. devising practical solutions.

OR

- b) a critical incident analysis of a 'defining moment' during your placement, in 5 parts
 - i. planning for the placement;
 - ii. the critical event: context, events, thoughts, feelings and actions;
 - iii. what did you learn from the critical event?;
 - iv. reflecting on undergraduate experience and the critical event; and
 - v. devising practical solutions.

It is understood by the course staff that both of these report styles are different to any sort of assignment you may have done previously in your undergraduate degree. However, as already noted, this is a unit that requires a different type of learning due to its focus on professional practice and practical learning. These projects are designed to stretch your learning in ways that will assist you to be prepared for professional practice and for future endeavours with your psychology degree. Remember, these projects are equally new to ALL students in the course, and that your undergraduate degree is designed to facilitate learning in ways that will sometimes take students out of their 'comfort zone'.

In this Project Report the student is expected to provide information on ways that they have engaged in practical learning (learning by experience) during this unit, and should indicate reflective practice, planning for a practical placement in a way that would maximise its benefit, a mental shift from insular understandings of psychological theory to understanding psychological theories as they relate to the whole person and 'real world' practice, as well as practical learning through the placement itself.

It is understood by course staff that some students will not have completed their placement by the due date for this assignment. This assignment has been designed so that it can be completed while the placement is still underway – you would simply write about your experiences up to the time of writing.

A. Standard Project Report Format

Write 1500 words under the subheadings below.

i. Planning for the placement (about 300 words)

Describe clearly the learning outcomes you planned to achieve during your 32 hour volunteer placement and your strategic plan for maximising the likelihood of meeting those goals during placement (i.e., what did you want to achieve and how did you plan to achieve it?)

ii. Development of professional skills during placement (about 300 words)

A key part of the practical placement component of the unit is the development of professional skills – knowing how to behave in a professional setting, and using that knowledge in the placement setting to facilitate appropriate professional behaviours. Describe clearly your understanding of the key components of good professional practice and briefly describe 2 incidents that occurred during your placement during which the importance of good professional behaviour in the workplace was made clear to you (for example, during the working through of an ethical dilemma). Note any additional learning about good professional practice that was acquired during the placement.

iii. Using academic skills during placement (about 300 words)

Describe clearly and briefly the key academic skills you have developed over the course of your undergraduate degree. Describe ways in which 3 of these skills were important to your professional practice during placement.

iv. Reflecting on undergraduate experience and the placement (about 300 words)

Briefly and clearly describe the ways in which you reflected on your undergraduate degree and on your placement experience during this semester. For example, you may have set aside half an hour per week or you may have spent a half day thinking about your degree and making plans for the future. What did you reflect on? What decisions were made, and/or what did you learn, as a result of your reflections?

v. Devising practical solutions (about 300 words)

With regard to (1) the integration of knowledge from at least 4 psychology sub-disciplines as they apply to a social issue dealt with in a practical way at your placement (and the learning from your earlier literature review), (2) your reflections on the same social issue, and (3) what you have learned during your placement, briefly and clearly describe one original idea of your own about how this issue could be addressed on a practical level. Include the theoretical and practical reasons it might work.

B. Critical Incident Format

This format includes two of the above sections – planning for the placement and devising a practical solution. The rest of the report will focus on a defining incident – a key aspect of your placement (something you saw or experienced or a relationship you developed) that changed your thinking and has been (or will be) crucial in defining your life direction. For the critical incident analysis, write 1500 words using these headings:

i. Planning for the placement (about 300 words)

Describe clearly the learning outcomes you planned to achieve during your 32 hour volunteer placement and your strategic plan for maximising the likelihood of meeting those goals during placement (i.e., what did you want to achieve and how did you plan to achieve it?). This section is particularly crucial in your critical incident analysis, as the defining incident you write about may have resulted in an outcome that was either congruent or quite incongruent with your expectations.

ii. The critical event: context, chain of events, your thoughts, feelings and actions (about 300 words)

This section relates to a critical event (or relationship) that occurred during placement and was 'defining' for your life direction (referred to as the 'critical event' from now on, even if it involves a relationship that has strongly influenced you). Begin by putting the critical event into context. What was the placement about? What situation did the event occur in? What were you thinking and feeling prior to the event? Then describe the event (or relationship) itself. How did it unfold? What you were thinking or feeling? Describe any concerns you had at the time, and any noteworthy demands on you during the event (if any). Describe your own actions (if relevant).

iii. What did you learn from the critical event? (about 300 words)

In this section, describe clearly and succinctly what you learned from the critical event. The lessons from such incidents will be very different for each person, and so prescribing parameters for such a description is not appropriate. What is important in this section is to be clear, and to link what you learned to specific aspects of the critical event. You may need to reflect at length on what you actually did learn from the critical event in order to answer this question.

iv. Reflecting on undergraduate experience and the critical event (about 300 words)

Very briefly describe the ways in which you reflected on your undergraduate degree and on this critical event during this semester. For example, you may have set aside half an hour per week for thinking about your degree and your future, or you may have spent a half day reflecting on the critical event. What did you reflect on? What decisions were made, and/or what did you learn, as a result of your reflections (you can refer to the previous section here if necessary)? A significant portion of this section should clearly explain **why**, on reflection, the critical event was so defining for you. What decisions did reflect on? What decisions did you make? How will the things that you have learned, and the decisions you have made, impact upon your future role as a psychology professional? There may be some aspects of your response to the critical event or your subsequent decision-making that you feel uncomfortable about sharing. If this is the case, write that you will not be specifying these things for personal reasons, but provide enough information so that your marker can assess your reflective practice and its impact as regards the critical event. If you are unsure about what to write, look at the rubric on the following page to make sure you are clear about what is expected in this report, and what is expected as regards reflective practice.

v. Devising practical solutions to a social issue (about 300 words)

With regard to (1) the integration of knowledge from at least 4 psychology sub-disciplines as they apply to a social issue dealt with in a practical way at your placement (and the learning from your earlier literature review), (2) your reflections on the same social issue, and (3) what you have learned during your placement, briefly and clearly describe one original idea of your own about how this issue could be addressed on a practical level. Include the theoretical and practical reasons it might work. also examples and advice

How your Project Report will be assessed (for BOTH formats)

The table below outlines the skills and standards which will be used to assess your work.

Skills	Superior Standard	Satisfactory Standard	Below expected Standard
<p>Demonstrates integrated and holistic understanding of human psychology; Applies this knowledge to 'real world' practice Is human psychology presented in an holistic way? Is integrated knowledge applied appropriately to examples from placements and to 'real world' social issues?</p>	Clear integration of sub-disciplines of psychology into a holistic understanding of human psychology. Clear application of this knowledge to real world examples from the placement and to the social issue of interest to that student.	Attempts to integrate theories from sub-disciplines in psychology but may fall back to looking at one aspect of psychological functioning at the expense of others in places. Limited or some inappropriate application of this integrated knowledge to placement examples and/or 'real world' issues	Tendency to use sub-theories of psychology to explain phenomena with little attempt to integrate them into a more holistic explanation or approach. No nor little application of integrated or multiple psychological approaches to the placement examples and/or 'real world' issues. Inappropriate application of psychological theories to practical examples.
<p>Demonstrates reflective practice Is it clear that the student reflected on the course, the placement, and the issues related to their social issue of interest? Did this reflection result in any changed understandings or course of behaviour?</p>	Describes explicitly Ideas and/or actions that stemmed directly from reflective practice. Ideas presented are clearly well thought-through and fully developed, and suggest a more holistic understanding of human psychology	Some ideas and/or actions seem to have stemmed from reflective practice. Most ideas presented are thought-through, but may not be fully developed. Some suggestion of a holistic understanding of human psychology	Ideas presented are haphazard and may not be consistent with each other. Ideas do not seem to have been well thought-through. Descriptions of psychological processes do not seem to be suggestive of a holistic approach
<p>Demonstrates learning by experience and acquired skills through the volunteer placement process Is it clear that the student learnt by experience during placement? What skills were acquired?</p>	Each section clearly showcases what the student has learnt in the section topic area. Acquired skills are clearly evident in what the student has written.	Student demonstrates some learning in each facet written about, but these may be less clear or not fully articulated. Acquired skills are evident in what the student has written but not clearly articulated.	Student learning not evident from what was written, or is somewhat evident in some sections but not others. Acquired skills are not evident in what the student has written
<p>Brevity and staying on topic Is each section concisely written? Does each section relate only to the topic area? Are there irrelevant or unnecessary facts included?</p>	Conveys a number of ideas in each section clearly, with a minimum of words. No redundancy (repetition) of ideas or facts. Each part of the report stays 'on topic' dealing directly and clearly with the section topic and instructions	Conveys information fairly economically but some redundancy of ideas or facts and/or too many words used to explain some concepts. Generally 'on topic' but may stray once or twice into unrelated areas	Only able to deal with a small number of ideas/facts within the word count and/or multiple redundancy of ideas or facts. Long, 'rambling' sentences. Does not clearly answer question or follow section instructions. Wanders 'off topic' more than once in a section.
<p>Writing Style and Structuring Are issues to be addressed in the essay clearly stated? Are points/arguments a) clearly stated and b) supported by examples? Are arguments logically structured and developed? Is grammar, punctuation and paragraph structure correct? Is language appropriate to academic work?</p>	Writing style is economical and clear; usually chooses words aptly; observes conventions of written English and academic writing in Psychology; Essay is well structured. Paragraphs logically support the developing argument with specific details and examples provided; there are smooth transitions between paragraphs, with linking sentences.	Paragraphs consist of distinct units of thought which develop the argument. Adequate clarity, grammar and succinctness, with little repetition.	Major issues with clarity of writing, spelling, grammar and academic conventions of presentation. Simplistic structure, wanders from one topic to the next. Ideas not arranged logically. Use of colloquial language, slang or jargon.
<p>References Are references complete and correct? Are they correctly formatted? Are in text references appropriately formatted? Does reference list match in text references? Are references appropriate? Are sources of high quality? Primary citations wherever possible (rather than secondary 'as cited in' citations).</p>	Judicious choice of references and accurate and complete citations in text and reference list according to APA guidelines.	Generally conforms to APA guidelines.	Major inaccuracies, omissions with referencing, failure to conform to APA guidelines. In text references do not align with reference list.

- Grades:** These are derived from the standards above as follows:
- Pass:** Mostly satisfactory standard across all sections of the project report. Has clearly engaged with and learnt from the volunteer placement. Some evidence of knowledge integration, holistic understanding of human psychology, and application of that knowledge to 'real world' issues or to the critical incident described. Evidence of reflective practice.
- Credit:** Satisfactory standard across all sections of the project report. Clear and well described evidence of engagement with, and learning from, the volunteer placement. Clear evidence of thoughtful reflection on holistic human psychology and on the social issue that was studied or the critical incident described. Clear application of that knowledge to 'real world' issues or the critical incident.
- Distinction:** Superior performance across all the above standards. Strong evidence that the student has learnt from their volunteer placement across multiple domains and has been able to apply that learning, both within the placement itself, and within a developing understanding of holistic human psychology. Reflective practice is evident in both placement outcomes and a sophisticated analysis of the social issue studied or the critical incident described.
- High Distinction:** Outstanding performance across all above standards. Very high level of engagement with volunteer placement as evidenced by a series of (or a significant and large) placement output(s). Has clearly learnt from the placement across multiple domains and has been able to apply that learning, within the placement itself and within a sophisticated and holistic understanding of human psychology. Outcomes described would not have been possible without considerable reflection and thinking through of the issues.

Rules, Procedures and Penalties for your Project Report.

Word length: Your Project Report should be no more than **1500 words** and conform to the following formatting guidelines: double-spaced, 12-point font (Times New Roman), margin of 2.54 centimetres. The word length includes in-text referencing, but does not include the reference list at the end or the title page. You **DO NOT** need to include an Abstract with your major project report.

Word length penalty: There is a penalty of 5% (2 marks) per 100 words over length. Thus if your essay is 1600-1699 words there would be a penalty of 2 marks. An essay of 1700-1799 words would attract a penalty of 4 marks, and so on. **THERE ARE NO EXCEPTIONS.** Word length and formatting will be checked by turnitin software (see details below). Remember, most of the essays will attract a mark between 20 and 32 – that is, most people will be separated by just 12 marks or so. For this reason, even a small penalty can make a significant difference to your final standing in the course.

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Submit.1 – Turnitin Submission for academic honesty and word-count check

Submit essay to turnitin using same procedure as for the Literature Review, except that students need to choose the 'Project Report' option.

Again, reports are not considered to have been submitted unless there is a turnitin receipt number on your report cover sheet.

Submit.2 – Hard Copy of Essay in the Collection Box

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- Assignments will not be accepted after the return of marked assignments
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- Assignments submitted by post will not be accepted.

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Late submission and Penalties:

Penalties will be levied for late submission of assignments. The penalty for late submissions is 5% for every day late. Since this assignment is worth 40% of the overall assessment for the Unit, if you submit one day late then $5\% \times 40 = 2$ marks. That is, two marks will be subtracted from whatever mark you were allocated for the assignment. If you are two days late the penalty is 4 marks and so on. Remember, almost all of the essay marks will fall within a range from 20-32, a separation of just 12 marks or so. A penalty really can make a big difference, so you don't want to be late!

Requests for extensions

Requests for Extensions for Assignments are granted ONLY by the Psychology Office.

Ordinarily, no extensions of time for submission of written work will be granted since ample time for its preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this in writing by completing a Request for Extension on Written Work form, available outside the Psychology Office, with supporting documentary evidence (such as medical certificate, counsellor note, or similar). The form and the supporting documentary evidence must be submitted to the Psychology Office (C3A 432). The staff in the Psychology Office will make all decisions regarding extensions. Neither individual tutors nor the course convenor will grant extensions.

All requests for extensions must be made **prior** to the due date for the assignment.

If an extension is granted the authorisation section of the form **must be collected and attached to the assignment**. Failure to do so will result in a late penalty being applied as the marker will not know that an extension has been granted

4. End of Semester Examination – 80 multiple choice questions

(Worth 40% of final mark)

During Examination Period

(Exam Time = 90 minutes)

A key outcome for this unit is for students to learn and understand the various codes of ethical conduct for psychologists and allied professions, and the professional standards enshrined in the governing legislation that affects psychologists. It is also important for students to demonstrate that they have reflected on and developed their capacity to integrate information from various disciplines in psychology in the pursuit of a more holistic understanding of psychology. A significant part of this learning is done through lectures and readings, and will be tested through a final examination in the University Examination period. This examination will consist of 80 multiple choice questions. In the Second Semester of 2011 the final examination period is from November 14 to December 2.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at:

<http://www.reg.mq.edu.au/Forms/APSCon.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process, the examination will be scheduled after the conclusion of the official examination period.

Supplementary Examination in the Department of Psychology will be held on the: 15th and 16th of December, for Semester Two, 2011.

Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam.

Instructions on applying for sitting of a supplementary exam are available from the website, www.psy.mq.edu.au/speccond. It is the student's responsibility to follow the steps outlined in this website. An email will be sent to the student advising them of the outcome of their request for a supplementary exam. If a supplementary exam has been granted it is the student's responsibility to check the Department of Psychology Special Consideration website for information relating to the date and location of the supplementary exam. Students who are granted to sit for a supplementary exam must make themselves available to sit for the supplementary exam on the specified dates. There will be only one alternative time. It is the student's responsibility to email the Psychology Office, psy_off@mq.edu.au to confirm attendance to the supplementary exams.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, which is the final day of the official examination period.

ACADEMIC HONESTY

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement. The Policy covering Academic Honesty is available on the web at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html Plagiarism is an example of dishonest academic behaviour and is defined by the Policy on Academic honesty as: "Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas".

Plagiarism is a serious breach of the University's rules and carries significant penalties. The Academic honesty Procedure is available at http://www.mq.edu.au/policy/docs/academic_honesty/procedure.html

This procedure notes the following responsibilities for students:

- Act in accordance with the principles of the Academic Honesty Policy.
- Become familiar with what academic dishonesty is, what are appropriate referencing techniques and the consequences of poor practice.
- Seek assistance from the unit convenor (or their nominee) to remedy any deficits or if you are unsure of discipline specific practice.
- Submit only work of which you are the author or that properly acknowledges others.
- Do not lend your original work to any other person for any reason.
- Keep drafts of your own authored work and notes showing the authorship or source of ideas that are not your own.

The penalties which can be applied for academic dishonesty are outlined in the Academic Dishonesty – Schedule of Penalties which can be found at: http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html

The penalties range from applying a fail grade for the assessment task or requiring the student to re-submit the assessment task for a mark no greater than 50 to applying a fail grade to the unit of study and referral to the University Discipline committee.

You must read the University's Policy and Procedure on Academic Honesty.

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines for the achievement of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive.

For more information please refer to the Macquarie University Handbook.

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

On matters pertaining to the regulations, the Registrar's Office should be consulted or, within the Department of Psychology, Dr Julia Irwin, Director of Undergraduate Studies. Students with disabilities who have problems within the Department should consult Ms Radha Pathy, the Disability Liaison Officer. If your difficulties cannot be resolved by these members of staff you should consult the Head of Department.

If you have a major difficulty associated with writing skills, you could enrol in a short course on writing skills. For details go to:
http://www.ling.mq.edu.au/support/writing_skills/index.htm

APPEALS AGAINST GRADES

Please refer to the Faculty of Human Sciences website
<http://www.humansciences.mq.edu.au/>

ACKNOWLEDGEMENTS

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TIMETABLE AND READINGS

Please see the following pages for the Lecture and Tutorial Timetable and Textbook References.

LECTURE AND TUTORIAL TIMETABLE 2011

Topic/Related Text	Lecture Date
Week 1: Introduction to the Course. W. Warburton No readings	2.8.11 No Tutorial
Week 2: Week 11: Finding a job: Creating a CV, preparing for interviews and other practical advice for job seekers. P. Parish <i>Readings</i> See notes provided on Blackboard	9.8.11 Tutorial 1 Stream A
Week 3: Integrating psychology disciplines. Case Study 1: Driver Behaviour. J. Irwin <i>Readings</i> Hole, G. (2007). <i>The Psychology of driving</i> . Hove: Lawrence Erlbaum. Chapter 5: Driving and the perception of risk. This reading is in e-reserve.	16.8.11 Tutorial 1 Stream B
Week 4: Integrating psychology disciplines. Case Study 2: Aggressive Behaviour. W. Warburton <i>Readings</i> 1. Anderson, C. A., & Bushman, B. J. (2002). Human Aggression. <i>Annual Review of Psychology</i> , 53, 27-51. 2. Raine, A. (2008). From genes to brain to antisocial behavior. <i>Current Directions in Psychological Science</i> , 17, 323-328. 3. Huesmann, L. R., Dubow, E. F., & Boxer, P. (2009). Continuity of aggression from childhood to early adulthood as a predictor of life outcomes: Implications for the adolescent-limited and life-course-persistent models. <i>Aggressive Behavior</i> , 35, 136-149. 4. Jockin, V., Arvey, R. D., & McGue, M. (2001). Perceived victimisation moderates self-reports of workplace and aggression and conflict. <i>Journal of Applied Psychology</i> , 86, 1262-1269.	23.8.11 Tutorial 2 Stream A
Week 5: Integrating psychology disciplines. Case Study 3: Mass media influences. W. Warburton <i>Readings</i> 1. Murray, J. P., Liotti, M., Ingmundson, P., Mayberg, H. S., Pu, Y., Zamarripa, F., Liu, Y., Woldorff, M., Gao, J. H., & Fox, P. T. (2006). Children's brain response to TV violence: Functional Magnetic Resonance Imaging (fMRI) of video viewing in 8-13 year old boys and girls. <i>Media Psychology</i> , 8, 25-37. 2. Anderson, C. A., Berkowitz, L., Donnerstein, E., Huesmann, L. R., Johnson, J., Linz, D., Malamuth, N., & Wartella, E. (2003). The influence of media violence on youth. <i>Psychological Science in the Public Interest</i> , 4, 81-110. 3. Anderson, C. A., Shibuya, A., Ihori, N., Swing, E. L., Bushman, B.J., Sakamoto, A., Rothstein, H.R., & Saleem, M. (2010). Violent video game effects on aggression, empathy, and prosocial behavior in Eastern and Western countries. <i>Psychological Bulletin</i> , 136, 151-173. 4. Rutherford, L., Bittman, M., & Biron, D. (2010). Young children and the media. Available from: http://www.aracy.org.au/index.cfm?pageName=children_and_media	30.8.11 Tutorial 2 Stream B

Week 6: Special Guest 1: from the APS - Katherine Johnson.	6.9.11
<p><i>Readings</i></p> <p>http://www.psychology.org.au/membership/benefits/ http://www.psychology.org.au/Default.aspx</p>	Tutorial 3 Stream A
Week 7: Post 3 rd year study in psychology: 4 th year programs, PhD and registration requirements. J. Homewood	13.9.11
<p><i>Readings</i></p> <p>1. Psychology Board of Australia. 4+2 internship for registration guidelines http://www.ahpra.gov.au/Health-Professions/Psychology/Codes-and-Guidelines.aspx</p> <p>Mid-Semester Break from Classes 16.9.10 to 3.10.10</p>	Tutorial 3 Stream B
Week 8: Professional organizations and accreditation. National Practice Standards, and professional behaviour in psychology. W. Warburton	4.10.11
<p><i>Readings</i></p> <p>1. <i>Australian Psychological Society Code of Ethics</i>, as adopted 2007. Available from: http://www.psychology.org.au/about/ethics/#s1</p> <p>2. The Counsellors' and Psychotherapists' Association of NSW (CAPA) Code of Ethics and Good Practice. Available from: http://www.capa.asn.au/files/CAPAGoodPractice.pdf</p> <p>3. National Practice Standards for the Mental Health Workforce. Available at: http://www.health.gov.au/internet/main/publishing.nsf/Content/mental-pubs-n-workstds</p>	Tutorial 4 Stream A
Week 9: Career opportunities in psychology; Masters/professional programs. J. Franklin	11.10.11
<p><i>Readings</i></p> <p>See notes provided on Blackboard</p>	Tutorial 4 Stream B
Week 10: Legislation: The Mental Health Act [2007], Health Practitioner Regulation National Law Act [2009], Privacy Act [1988], Human Rights, Discrimination laws. W. Warburton	18.10.11
<p><i>Readings</i></p> <p>1. NSW Mental health Act 2007. Available from http://www.austlii.edu.au/au/legis/nsw/num_act/mha2007n8155.pdf</p> <p>2. Guide to the NSW Mental Health ACT 2007. Available from: http://www.legalaid.nsw.gov.au/data/portal/00000005/public/79995001246317118289.doc</p> <p>3. Australian Health Practitioner Regulation Agency (AHPRA) Psychology Board of Australia. Codes and guidelines (*2) – Mandatory Reporting Guidelines and Area of Practice Endorsement Guidelines. http://www.ahpra.gov.au/Health-Professions/Psychology/Codes-and-Guidelines.aspx</p> <p>4. NSW Health Wellness Guide. Available at: http://www.wsahs.nsw.gov.au/documents/WellnessGuide.pdf</p> <p>5. Federal Privacy Act [1988]. Available at: http://www.privacy.gov.au/law/act http://www.privacy.gov.au/materials/types/infosheets?sortby=32 [information sheets]</p> <p>6. Human rights, discrimination, equal opportunity http://www.hreoc.gov.au/</p>	Tutorial 5 Stream A

<p>Week 11: Tips for graduates looking for a new job in psychology. L. Moore.</p> <p><i>Readings</i> See notes provided on Blackboard</p>	<p>25.10.11</p> <p>Tutorial 5 Stream B</p>
<p>Week 12: Special Guest 2: Jeni Marin from Counselling and Psychotherapists Association (CAPA)</p> <p><i>Readings</i> http://www.capa.asn.au/about.html</p>	<p>1.11.11</p> <p>Tutorial 6 Stream A Seminars</p>
<p>Week 13: Professional development: Self care in a high burnout profession and maintaining professional competence. W. Warburton</p> <p><i>Readings</i> 1. Psychology Board of Australia. Continuing professional development guidelines http://www.ahpra.gov.au/Health-Professions/Psychology/Codes-and-Guidelines.aspx</p>	<p>8.11.11</p> <p>Tutorial 6 Stream B Seminars</p>