



# PSYC105

## Introduction to Psychology II

S2 Day 2015

*Department of Psychology*

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## General Information

Unit convenor and teaching staff

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Head Tutor

Alissa Beath

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Credit points

3

Prerequisites

[Admission to BPsych(Hons) or BA-Psych or BA-PsychBEd(Prim) or BA-PsychBHlth or BA-PsychLLB or BBABA-Psych or BBABPsych(Hons) or BComBA-Psych or BComBPsych(Hons) or BPsych(Hons)BHlth or BPsych(Hons)LLB or BSc-Psych or BHlth or BHumanSc or BSpHearingSc or BSpHLSc or BMedSci or GDipSphComm or BA-PsychBHumanSc or BPsych(Hons)BHumanSc] or [an equivalent admission rank (or aggregate)] or [for all continuing students 12cp and a GPA of 2.0] or PSY104(P) or PSYC104

Corequisites

Co-badged status

Unit description

This unit continues with the introduction to core areas of psychology commenced in PSYC104 Introduction to Psychology I. The program introduces the areas of social psychology, developmental psychology, perception, cognition, and learning. The unit introduces students to basic statistics, following from the research methods lectures in PSYC104. Further important aims of the unit are to provide students with first-hand experience conducting psychology experiments and the opportunity to develop scientific report writing technique.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Preparation for further study in psychology

Research and study skills

Communication and interpersonal skills  
Information technology skills  
Critical thinking skills  
Appreciation of ethical issues

## Assessment Tasks

Name	Weighting	Due
<u>Unit Quiz</u>	0%	16/08/15
<u>Research Participation</u>	5%	23/10/2015
<u>Research Report</u>	35%	11/09/2015
<u>Group Presentation</u>	10%	Week 13 (in class)
<u>Tutorial Participation</u>	0%	Week 13
<u>Final Exam</u>	50%	University examination period

### Unit Quiz

Due: **16/08/15**

Weighting: **0%**

The first requirement of this course is for all students to get 100% on an online quiz that assesses your knowledge about PSYC105 requirements and university-wide policies. All students will have until the end of Week 3 (16/08/2015 at 11pm) to get 100% on the Unit Guide Quiz. **Students who do not get 100% on the Unit Guide Quiz by the end of Week 3 will not pass PSYC105.** Thus, all students who have not taken the quiz, or who have not achieved 100% by the end of Week 3, are strongly encouraged to withdraw from PSYC105 before the Census date (31/08/2015). This will allow those students to put their money to better use. If you are simply taking this unit for your own personal enjoyment and are not concerned about grades, then please feel welcome in continuing your enrolment in PSYC105 if you do not complete the Unit Quiz. **Only the unit and tutorial guides will be available via iLearn until you complete the quiz with a score of 100%. After you pass the quiz with a 100% (i.e., get all 15 questions right) other information will become available (e.g., lecture notes, assessment guides).**

On successful completion you will be able to:

- Information technology skills

### Research Participation

Due: **23/10/2015**

Weighting: **5%**

Research participation is educationally beneficial. First, students can learn a good deal about a particular topic by participating in research. Students can learn how psychological theories lead to psychological studies and how different methodological approaches are applied to test research hypotheses. Second, research participation assists students in understanding the importance of ethical conduct in psychological research. All of the psychology research conducted in the Department of Psychology has been reviewed by the Human Research Ethics Committee at Macquarie University, and deemed in accordance with guidelines from the Australian Code for the Responsible Conduct of Research (2007; the Code) and the National Statement on Ethical Conduct in Human Research (2007). Information about a study typically is provided to participants both before (via a personal information statement) and after (via a debriefing form) a study. Third, students can learn how to conduct research themselves by participating in research. Lastly, participation in research gives students an opportunity to develop respect and appreciation for the amount of effort that researchers devote to conducting high-quality research. The research participation component of PSYC105 involves 4 hours of participation (8 credits) in research conducted within the Department of Psychology. Time spent is credited on a pro rata basis. 15 min = 0.5 credits, 30 min = 1 credit, 45 min = 1.5 credit, 1 hr = 2 credits, etc.

On successful completion you will be able to:

- Preparation for further study in psychology
- Appreciation of ethical issues

## Research Report

Due: **11/09/2015**

Weighting: **35%**

This semester, the PSYC105 research project involves examining what undergraduates believe will happen when they drink alcohol on its own and what they believe will happen when they drink alcohol mixed with energy drinks. During Week 3 tutorials, all students in PSYC105 will participate in data collection by completing an online, anonymous survey. The results from this survey will form the basis of your research reports. Writing empirical papers is one way that psychologists disseminate research findings. This research report must follow the APA Style rules, detailed in the "*Publication Manual of the American Psychological Association*." This is a psychology report, not a biology, chemistry, or law report, so do not use another referencing style. Marks are awarded for correctly following APA Style rules, and you will lose marks if you do not apply the rules correctly. The research report must be 1000 (+/- 25) words in length. The title page and references are not included in this word limit. Your report must include a title page and introduction (background) section, plus reference list. More details on the report will be provided in tutorial classes. You can find out more about APA Style rules by attending tutorials and of course by reading the sixth edition of the "*Publication Manual of the American Psychological Association*." Ten articles related to the research project have been sourced for you. You are required to cite each of these articles in your report. You also are required to use at least two more empirical articles that you source on your own. Your additional articles must be

published in peer-reviewed scientific journals. If you want to use more than two additional articles in order to convey a logical message, then you may. In other words, you must have at least 12 citations, but more is fine, as long as all the articles you cite assist in telling a logical story. In using published research to support and evaluate the research project in your report, you are expected to reflect carefully on the instructions and feedback given during the tutorials.

On successful completion you will be able to:

- Research and study skills
- Communication and interpersonal skills
- Information technology skills
- Critical thinking skills

## Group Presentation

Due: **Week 13 (in class)**

Weighting: **10%**

Presentations at scientific conferences are another method that psychologists use for disseminating and learning about research findings. Accordingly, during Week 13, you will present the findings of the PSYC105 research project in a group format. Group presentations are expected to last 10 (+/- 1) minutes. The presentation must be done using PowerPoint or another computer-based presentation software. Presentations are to cover the entire research process (e.g., background, methods, results, discussion). Group members are encouraged to cover different aspects of their presentation (e.g., one person may cover the background information, one person may cover the methodology, one person may cover the results, and another person may cover the discussion). While different people will present different segments, presentations should flow as if one person has written the talk. This means that a great presentation requires great teamwork. Finally, academic integrity applies to research presentations, so do not forget to cite and reference appropriately. Your team should arrive to the Week 13 tutorial with a copy of your presentation saved to a USB device and with a hard-copy of your presentation and notes for your tutor to keep. Failure to present your tutor with a hard-copy of your presentation and notes at the beginning of the tutorial will result in a 5% penalty.

On successful completion you will be able to:

- Communication and interpersonal skills
- Information technology skills

## Tutorial Participation

Due: **Week 13**

Weighting: **0%**

Tutorial attendance is compulsory in order to achieve a Pass grade or higher in PSYC105. If students miss **three or more tutorials**, it is the University Policy that students **MUST** make a Request for Special Consideration through <https://ask.mq.edu.au/>, with appropriate

documentation (e.g., medical certificates).

On successful completion you will be able to:

- Communication and interpersonal skills
- Appreciation of ethical issues

## Final Exam

Due: **University examination period**

Weighting: **50%**

The final exam is held during the university final examination period (9/11/2015 – 27/11/2015) and consists of 120 multiple-choice questions. Students are allowed 2.5 hours plus 10 minutes reading time to complete the exam. Questions are derived from the lectures (including statistics lectures), tutorials, and the required readings. There will be five response options for each question. Unless specified on a question, there is only one correct answer to each question. Wrong answers are not penalised (that is, the total score is simply the sum of correct answers). Past exam papers are not available; however, a very small sample of practice questions will be posted on iLearn a few weeks before the final exam.

On successful completion you will be able to:

- Preparation for further study in psychology
- Research and study skills
- Critical thinking skills

## Delivery and Resources

### Delivery

Each week students must attend one, 3-hour lecture.

- Thursday 12pm – 3pm (W2.4A Macquarie Theatre)

- Friday 11am – 2pm (W2.4A Macquarie Theatre)

- iLecture (ECHO recordings on iLearn)

Weeks 2-13 (excluding Weeks 8 & 9), students must attend their assigned tutorials.

**Students enrolled in the iLecture access lecture recordings through iLearn, but must attend the compulsory tutorial/practical class in person.**

The class timetable can be found at: <http://www.timetables.mq.edu.au/2015>

### Prescribed Resources

Students must access SPSS to complete their assessments and follow along with lectures. statistical databases, datasets, handouts, and videos via iLearn.

IBM SPSS Statistics Standard Grad Pack Version 22 or 23 is available for purchase at the Co-op Bookshop or can be used for free by downloading iLab - see <https://wiki.mq.edu.au/display/iLab/About>. (Note, previous versions of SPSS are also fine to use.)

Each week students must read the prescribed textbook chapters. These textbook chapters cover and extend material noted in the lectures, tutorials, and statistical teachings.

- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Field, A. (2009). *Discovering statistics using IBM SPSS statistics* (4<sup>th</sup> Ed.). London, UK: Sage.
- Lilienfeld, S., Lynn, S., Namy, L., Woolf, N., Jamieson, G., Slaughter, V., & Haslam, N. (2012). *Psychology: From inquiry to understanding*. Frenchs Forest, Australia: Pearson Australia.
- O'Driscoll, M., Taylor, P. I., & Kalliath, T. (2008). Introduction to organisational psychology. In M. O'Driscoll, P. Taylor, & T. Kalliath (Eds.), *Organisational psychology in Australia and New Zealand* (pp. 1-8). South Melbourne, Victoria: Oxford University Press. (Available in the Library through "Unit Readings" on MultiSearch.)

Prior to Week 4, students must read the prescribed articles for the research report and presentation (available in the Library through "Unit Readings" on MultiSearch).

- Droste, N., Tonner, L., Zinkiewicz, L., Pennay, A., Lubman, D. I., & Miller, P. (2014). Combined alcohol and energy drink use: motivations as predictors of consumption patterns, risk of alcohol dependence, and experience of injury and aggression. *Alcoholism: Clinical and Experimental Research*, *38*, 2087-2095. doi: 10.1111/acer.12438
- Ham, L. S., & Hope, D. A. (2003). College students and problematic drinking: A review of the literature. *Clinical Psychology Review*, *23*, 719-759. doi:10.1016/S0272-7358(03)00071-0
- Huntley, E. D., & Juliano, L. M. (2012). Caffeine Expectancy Questionnaire (CaffEQ): Construction, psychometric properties, and associations with caffeine use, caffeine dependence, and other related variables. *Psychological Assessment*, *24*, 592-607. <http://dx.doi.org/10.1037/a0026417>
- Mallett, K. A., Marzell, M., Scaglione, N., Hultgren, B., & Turrisi, R. (2014). Are all alcohol and energy drink users the same? Examining individual variation in relation to alcohol



mixed with energy drink use, risky drinking, and consequences. *Psychology of Addictive Behaviors*, 28, 97-104. <http://dx.doi.org/10.1037/a0032203>

- McKetin, R., Coen, A., & Kaye, S. (2015). A comprehensive review of the effects of mixing caffeinated energy drinks with alcohol. *Drug and Alcohol Dependence*. Advance online publication. <http://dx.doi.org/10.1016/j.drugalcdep.2015.01.047>
- Morean, M. E., Corbin, W. R., & Treat, T. A. (2012). The Anticipated Effects of Alcohol Scale: development and psychometric evaluation of a novel assessment tool for measuring alcohol expectancies. *Psychological Assessment*, 24, 1008-1023.
- Peacock, A., Pennay, A., Droste, N., Bruno, R., & Lubman, D. I. (2014). 'High' risk? A systematic review of the acute outcomes of mixing alcohol with energy drinks. *Addiction*. Advance online publication. doi:10.1111/add.12622.
- Skewes, M. C., Decou, C. R., & Gonzalez, V. M. (2013). Energy drink use, problem drinking and drinking motives in a diverse sample of Alaskan college students. *International journal of Circumpolar Health*, 72. doi: [10.3402/ijch.v72i0.21204](https://doi.org/10.3402/ijch.v72i0.21204)
- Varvil-Weld, L., Marzell, M., Turrisi, R., Mallett, K. A., & Cleveland, M. J. (2013). Examining the Relationship Between Alcohol-Energy Drink Risk Profiles and High-Risk Drinking Behaviors. *Alcoholism: Clinical and Experimental Research*, 37, 1410-1416. doi: 10.1111/acer.12102
- Verster, J. C., Benson, S., & Scholey, A. (2014). Motives for mixing alcohol with energy drinks and other nonalcoholic beverages, and consequences for overall alcohol consumption. *International Journal of General Medicine*, 7, 285-293. doi: 10.2147/IJGM.S64096

To understand and sufficiently complete unit requirements, students must regularly access the prescribed unit materials.

- PSYC105 Unit Guide (downloadable from iLearn)
- PSYC105 Tutorial Guide (downloadable from iLearn)
- Lecture Recordings (downloadable from iLearn)
- Some lecturers may upload their lecture slides onto iLearn. They are not required to do this, so when this happens, please take full advantage of it. As such, please do not ask me, or them, to paste slides in a different format (e.g., switch from pdf to PowerPoint). Additionally, do not ask them to post slides in advance.



## Unit Schedule

<u>Week</u>	<u>Class Dates</u>	<u>Lecture Topics</u>	<u>Lecturer</u>	<u>Assessment Task</u>
1	July 30 & 31	Introduction to the Unit	Norberg	
		Introduction to Statistics	Stephen	
2	Aug 6 & 7	Health Psychology	Norberg	
		Introduction to Statistics	Stephen	
	Aug 21 & 22	Health Psychology	Norberg	Unit Quiz due
		Input and Cleaning Data	Stephen	
4	Aug 28 & 29	Cognitive Psychology	Kinoshita	
		Displaying Data	Stephen	
5	Sep 4 & 5	Cognitive Psychology	Kinoshita	
		Summarising Data	Stephen	
6	Sep 11 & 12	Perception	Stephen	
		Fundamental Concepts	Stephen	
7	Sep 18 & 19	Perception	Stephen	Research Report due
		Correlation – Theory	Stephen	
<b>Mid-semester break Monday 14<sup>th</sup> September – Monday 28<sup>th</sup> September</b>				
8	Oct 9 & 10	Organisational Psychology	Griffin/Wiggins	
		Correlation – SPSS	Stephen	
9	Oct 16 & 17	Organisational Psychology	Griffin/Wiggins	Research Participation due
		t-tests Theory	Stephen	

10	Oct 23 & 24	Social Psychology	Case	
		t-tests SPSS	Stephen	
11	Oct 30 & 31	Social Psychology	Case	
		Statistics Summary	Stephen	
12	Nov 6 & 7	Developmental Psychology	McMahon/Bussey	
13	Nov 13 & 14	Developmental Psychology	McMahon	Group Presentation due

## Learning and Teaching Activities

### Discipline Specific Knowledge and Skills

Identify the key terms in the areas of cognition, perception, developmental psychology, social psychology, health psychology, organisational psychology, and statistics; Discuss the key theories and research in the areas of cognition, perception, developmental psychology, social psychology, health psychology, organisational psychology, and statistics

### Critical, Analytical & Integrative Thinking

- Collect, analyse, and report statistical data
- Competently access, use, and synthesise information
- Review and critique literature
- Competently use information technology applications (e.g. iLearn, e-mail, web-browsers, etc.)
- Critically evaluate psychological theories and argument
- Interpret empirical data in relation to theoretical questions
- Interpret statistical data, graphs and tables
- Critically evaluate designs and analyses in psychological experiments and studies
- Develop a set of useful evaluation criteria for educational resources

### Problem Solving and Research Capability

- Test hypotheses in psychological experiments and studies
- Describe and interpret data, graphs, and tables
- Analyse data using appropriate techniques
- Draw conclusions from the results of data analysis
- Employ appropriate statistical tools to solve problems and to interpret the results
- Organise and summarise data graphically and numerically

### Creative and Innovative

- Display creative thinking skills
- Construct cohesive arguments
- Present ideas in new and creative ways
- Consider problems from new perspectives
- Generate a range of options and innovative solutions
- Discern problems and gaps in knowledge
- Find effective alternative solutions to problems

### Effective Communication

- Demonstrate scientific report writing skills
- Present ideas clearly with supporting evidence

Communicate the results of analyses clearly and effectively • Plan and present written arguments in coherent, supported, and documented form • Express ideas with clarity and rigour • Communicate complex ideas simply in jargon-free English • Present information in a coherent and integrated way

## Engaged & Ethical Local and Global Citizens

• Consider the ways in which values and ethical issues affect psychological research • Evaluate information, ideas and arguments including those of diverse cultural assumptions

## Socially and Environmentally Active and Responsible

• Effectively participate in a team to carry out a specific task • Effectively manage a group to maximise attainment of goals • Analyse and solve problems collaboratively • Work pro-actively and accept responsibility when necessary

## Capable of Professional and Personal Judgement and Initiative

• Apply and adapt knowledge to the real world • Reflect on how personal experiences influence your critical analysis capacity • Recognise the strengths and limitations of psychological research • Present a balanced critical view of various psychological research • Describe methodological and ethical challenges involved in psychological research

## Commitment to Continuous Learning

• Demonstrate effective time management and work organisation skills • Assess your own learning against a set of pre-selected criteria • Accurately assess your own performance • Reflect on how you have analysed information and solved problems, and incorporate lessons learnt into future work • Critically review your problem-solving approaches • Reflect on how you can apply your learning in other contexts

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### **Learning outcome**

- Communication and interpersonal skills

### **Assessment tasks**

- Research Report
- Group Presentation
- Tutorial Participation

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcome**

- Preparation for further study in psychology

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcome**

- Preparation for further study in psychology

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcome

- Research and study skills

## Assessment tasks

- Research Report
- Final Exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Research and study skills
- Communication and interpersonal skills
- Information technology skills
- Critical thinking skills
- Appreciation of ethical issues

## Assessment tasks

- Unit Quiz
- Research Participation
- Research Report
- Group Presentation
- Tutorial Participation
- Final Exam

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Preparation for further study in psychology
- Research and study skills
- Critical thinking skills

## Assessment tasks

- Research Report
- Final Exam

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcome

- Communication and interpersonal skills

## Assessment tasks

- Research Report
- Group Presentation
- Tutorial Participation

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- Preparation for further study in psychology
- Appreciation of ethical issues

## Assessment tasks

- Research Participation



- Tutorial Participation

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcome

- Appreciation of ethical issues

### Assessment tasks

- Research Participation
- Tutorial Participation