PSY 461

Advanced Topics in Physiological Psychology

S1 Day 2018

Department of Psychology

Contents

General Information

Unit convenor and teaching staff
Lecturer
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Credit points
3

Prerequisites

Corequisites
PSY490 or PSY495

Co-badged status
This unit is also offered to Masters of Research Candidates

Unit description
The aims of this seminar are to introduce and develop students' understanding and awareness of current topics in contemporary neuroscience. Students will develop the ability to critically evaluate, present and discuss research papers. This seminar series will cover a wide range of topics in the field of neuroscience such as neural stem cell research, transgenic research, neural basis of emotions, anxiety disorders, depression and drug addiction. Essay and presentation topics will be allocated or guided by the students' own interest in neuroscience.

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:

> Communication and information technology skills: using electronic data bases to search for papers in relevant topics
>
> Written and oral communication skills: taking part in class discussions, and presenting papers
>
> Self-awareness skills: identifying and setting targets, time management
>
> Information skills: formulating arguments, judging the relevance and accuracy of information, comparing different points of view
>
> Problem solving: comparing alternative interpretations of neuroscience data, formulating new explanations.

Assessment Tasks

Name	Weighting	Hurdle	Due
Essay	50%	No	April 6, 2018
Research Presentation	35%	No	Weekly
Student Participation	15%	No	Weekly

Essay

Due: **April 6, 2018**
Weighting: **50%**

Eight double-spaced pages (excluding reference list) in 12-point times new roman with a margin of 2.5 centimetres (rubric available on iLearn). Due **5pm on Friday 6th April** via turnitin.

On successful completion you will be able to:

- Communication and information technology skills: using electronic data bases to search for papers in relevant topics
- Written and oral communication skills: taking part in class discussions, and presenting papers
- Self-awareness skills: identifying and setting targets, time management
- Information skills: formulating arguments, judging the relevance and accuracy of

information, comparing different points of view

- Problem solving: comparing alternative interpretations of neuroscience data, formulating new explanations.

Research Presentation

Due: **Weekly**
Weighting: **35%**

Given weekly throughout the session (allocation to topic in week 1). You are to individually select a relevant neuroscience article and present your arguments in a 30 minute powerpoint presentation. You will be assessed on oral communication, clarity and presentation of information (rubric available on iLearn). Please email a copy of this paper to sarah.baracz@mq.edu.au prior to your presentation so that it can be made available to other students via iLearn. **All articles must be approved by course lecturers**.

On successful completion you will be able to:
- Communication and information technology skills: using electronic data bases to search for papers in relevant topics
- Written and oral communication skills: taking part in class discussions, and presenting papers
- Self-awareness skills: identifying and setting targets, time management
- Information skills: formulating arguments, judging the relevance and accuracy of information, comparing different points of view
- Problem solving: comparing alternative interpretations of neuroscience data, formulating new explanations.

Student Participation

Due: **Weekly**
Weighting: **15%**

Students are to ask one question during each weekly student presentation based on discussion and/or article.

On successful completion you will be able to:
- Written and oral communication skills: taking part in class discussions, and presenting papers

Delivery and Resources

This unit is delivered as a weekly two hour workshop where contemporary research literature on a given topic will be presented and discussed. Information for the class is available on iLearn,

however iLecture will not record information provided during the workshop.

Unit Schedule

Week 1 (February 28th): Review of Basic Physiological Psychology

Week 2 (March 7th): Anxiety Disorders

Week 3 (March 14th): Depression

Week 4 (March 21st): Substance Abuse

Week 5 (March 28th): Psychosis

Week 6 (April 4th): No Class (essay due 5pm on April 6 via turnitin)

Week 7 (April 11th): Autism Spectrum Disorder

Semester Break

Week 8 (May 2nd): Guest Lecture

Week 9 (May 9th): Attention Deficit Hyperactivity Disorder

Week 10 (May 16th): Gut Brain Axis and Stress

Week 11 (May 23rd): Alzheimer's Disease

Week 12 (May 30th): Traumatic Brain Injury/Stroke

Week 13 (June 6th): Video and Discussion

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

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) 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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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 outcomes

- Communication and information technology skills: using electronic data bases to search for papers in relevant topics
- Written and oral communication skills: taking part in class discussions, and presenting papers
- Problem solving: comparing alternative interpretations of neuroscience data, formulating new explanations.

Assessment tasks

- Essay
- Research Presentation

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 outcomes

- Communication and information technology skills: using electronic data bases to search for papers in relevant topics
- Written and oral communication skills: taking part in class discussions, and presenting papers
- Self-awareness skills: identifying and setting targets, time management
- Information skills: formulating arguments, judging the relevance and accuracy of information, comparing different points of view
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Assessment tasks

- Essay
- Research Presentation

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 outcomes

- Written and oral communication skills: taking part in class discussions, and presenting papers
- Self-awareness skills: identifying and setting targets, time management
- Information skills: formulating arguments, judging the relevance and accuracy of information, comparing different points of view
- Problem solving: comparing alternative interpretations of neuroscience data, formulating new explanations.

Assessment tasks

- Essay

- Research Presentation
- Student Participation

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 outcomes

- Communication and information technology skills: using electronic data bases to search for papers in relevant topics
- Written and oral communication skills: taking part in class discussions, and presenting papers
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Assessment tasks

- Essay
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- Student Participation

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

- Communication and information technology skills: using electronic data bases to search for papers in relevant topics
- Written and oral communication skills: taking part in class discussions, and presenting

papers

- Information skills: formulating arguments, judging the relevance and accuracy of information, comparing different points of view
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Assessment tasks

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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

- Communication and information technology skills: using electronic data bases to search for papers in relevant topics
- Written and oral communication skills: taking part in class discussions, and presenting papers
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- Problem solving: comparing alternative interpretations of neuroscience data, formulating new explanations.

Assessment tasks

- Essay
- Research Presentation

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 outcomes

- Written and oral communication skills: taking part in class discussions, and presenting papers
- Information skills: formulating arguments, judging the relevance and accuracy of information, comparing different points of view
- Problem solving: comparing alternative interpretations of neuroscience data, formulating new explanations.

Assessment tasks

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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

- Communication and information technology skills: using electronic data bases to search for papers in relevant topics
- Written and oral communication skills: taking part in class discussions, and presenting papers
- Information skills: formulating arguments, judging the relevance and accuracy of information, comparing different points of view
- Problem solving: comparing alternative interpretations of neuroscience data, formulating new explanations.

Assessment tasks

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- Student 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 outcomes

- Written and oral communication skills: taking part in class discussions, and presenting papers
- Self-awareness skills: identifying and setting targets, time management
- Information skills: formulating arguments, judging the relevance and accuracy of information, comparing different points of view
- Problem solving: comparing alternative interpretations of neuroscience data, formulating new explanations.

Assessment tasks

- Research Presentation
- Student Participation

Changes since First Published

Date	Description
20/02/2018	The year that the essay is due was updated to 2018. Apologies for the mistake!