



# PSY 461

## Advanced Topics in Physiological Psychology

S1 Day 2019

*Department of Psychology*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Sarah Baracz

[sarah.baracz@mq.edu.au](mailto:sarah.baracz@mq.edu.au)

Jennifer Cornish

[jennifer.cornish@mq.edu.au](mailto:jennifer.cornish@mq.edu.au)

Anita Turner

[anita.turner@mq.edu.au](mailto:anita.turner@mq.edu.au)

Credit points

3

Prerequisites

Corequisites

PSY490 or PSY495

Co-badged status

PSYC761

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:

To gain a greater understanding of the physiology and pharmacology of brain function.

To apply this knowledge of brain function to understanding the underpinnings of mental illness, neurodevelopmental disorders and neurodegenerative diseases.

To critically analyse journal articles on mental illness, neurodevelopmental disorders and neurodegenerative diseases based on their methodological design, reasoning and data.  
To clearly and efficiently communicate the reasoning, methodological design, and outcome of a research paper.

## General Assessment Information

### SUBMITTING YOUR ESSAY

Please submit a copy of your essay (Microsoft word format only) via the turnitin link in iLearn. Essays will be returned by the end of Week 8.

A copy of the assignment must be kept as proof that the assignment was completed and submitted. Assignments will not be accepted after the return of marked assignments.

Assignments submitted by post will not be accepted.

**You will be required to submit your assignment to Turnitin plagiarism detection software via the Internet.** Your assignment will be automatically compared to work of other students in this unit, previous students in this unit and at other universities, as well as material available on the Internet in subscription-based journal format or otherwise freely accessible information. The results of the analysis will be sent only to the unit chairs, who will analyse the results in reference to the University's standard policy on plagiarism <http://www.student.mq.edu.au/plagiarism/>.

#### **Penalties will be levied for late submission of assignment and for exceeding word limits:**

Penalties for late submission: The penalty for late submission is 5% of the maximum mark per day overdue. For this assignment, worth 50%, this means that every day late will result in the loss of 5%  $(0.05) \times 50 = 2.5$  marks from the total mark (50) for the assignment.

Penalty for exceeding word limit: For each 100 words over the word limit a penalty of 5% will be applied. This means that for this assignment that is worth 50%, a 5% penalty will result in the loss of 5%  $(0.05) \times 50 = 2.5$  marks from the total mark (50) for the assignment. This means that you have 99 words on page 9 before penalty.

#### **Request for Extensions for Assignments are granted by the Faculty Office:**

Ordinarily, no extensions of time for submission of written work will be granted since ample time for preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this in writing through [ask.mq.edu.au](http://ask.mq.edu.au) with supporting documentary evidence (such as medical certificate, counsellor note, or similar). Ms Donna Keeley will make all decisions regarding extensions. The course convenor will not grant extensions.

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

If an extension is granted, the approval must be uploaded with the online submission of your essay to avoid any late penalty.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Essay</u>	50%	No	06/04/2019
<u>Research Presentation</u>	35%	No	one week during semester
<u>Student participation</u>	15%	No	each week

### Essay

Due: **06/04/2019**

Weighting: **50%**

Topics for the essay will be provided via iLearn on Wednesday 6<sup>th</sup> March or students may choose their own topic following approval from the convenors.1. The essay requirements are 8 double-spaced pages(excluding reference list) in 12-point times new roman with a margin of 2.5 centimetres (rubric available on iLearn).

On successful completion you will be able to:

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- To apply this knowledge of brain function to understanding the underpinnings of mental illness, neurodevelopmental disorders and neurodegenerative diseases.
- To critically analyse journal articles on mental illness, neurodevelopmental disorders and neurodegenerative diseases based on their methodological design, reasoning and data.
- To clearly and efficiently communicate the reasoning, methodological design, and outcome of a research paper.

### Research Presentation

Due: **one week during semester**

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](mailto: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 the course convenor.**

On successful completion you will be able to:

- To gain a greater understanding of the physiology and pharmacology of brain function.

- To apply this knowledge of brain function to understanding the underpinnings of mental illness, neurodevelopmental disorders and neurodegenerative diseases.
- To critically analyse journal articles on mental illness, neurodevelopmental disorders and neurodegenerative diseases based on their methodological design, reasoning and data.
- To clearly and efficiently communicate the reasoning, methodological design, and outcome of a research paper.

## Student participation

Due: **each week**

Weighting: **15%**

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

On successful completion you will be able to:

- To critically analyse journal articles on mental illness, neurodevelopmental disorders and neurodegenerative diseases based on their methodological design, reasoning and data.
- To clearly and efficiently communicate the reasoning, methodological design, and outcome of a research paper.

## Delivery and Resources

Unit is delivered as a 2 hour workshop each week. Information for the class is available on iLearn.

## Unit Schedule

Lecture Program		
WEEK	DATE	TOPIC
1	27 Feb	Review of Basic Physiological Psychology
2	6 Mar	Anxiety Disorders
3	13 Mar	Depression
4	20 Mar	Alzheimer's Disease
5	27 Mar	Parkinson's Disease
6	3 Apr	No Class (essay due 5pm on 5 Apr via turnitin)

7	10 Apr	Guest Lecture
<b>Mid Semester Break</b>		
8	1 May	Substance Abuse
9	8 May	Bipolar Disorder
10	15 May	Williams Syndrome
11	22 May	Paediatric Epilepsy
12	29 May	Multiple Sclerosis
13	5 June	No Class

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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 \(https://students.mq.edu.au/support/study/student-policy-gateway\)](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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](#) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](#)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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:

## Assessment task

- Research Presentation

## 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

- To gain a greater understanding of the physiology and pharmacology of brain function.
- To apply this knowledge of brain function to understanding the underpinnings of mental illness, neurodevelopmental disorders and neurodegenerative diseases.
- To critically analyse journal articles on mental illness, neurodevelopmental disorders and neurodegenerative diseases based on their methodological design, reasoning and data.
- To clearly and efficiently communicate the reasoning, methodological design, and outcome of a research paper.

## Assessment tasks

- Essay
- Research Presentation
- 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

- To apply this knowledge of brain function to understanding the underpinnings of mental illness, neurodevelopmental disorders and neurodegenerative diseases.
- To critically analyse journal articles on mental illness, neurodevelopmental disorders and



neurodegenerative diseases based on their methodological design, reasoning and data.

- To clearly and efficiently communicate the reasoning, methodological design, and outcome of a research paper.

## **Assessment tasks**

- Essay
- Research Presentation
- Student participation

## **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**

- To critically analyse journal articles on mental illness, neurodevelopmental disorders and neurodegenerative diseases based on their methodological design, reasoning and data.
- To clearly and efficiently communicate the reasoning, methodological design, and outcome of a research paper.

## **Assessment tasks**

- Essay
- Research Presentation
- Student participation

## **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**

- To clearly and efficiently communicate the reasoning, methodological design, and outcome of a research paper.

## Assessment tasks

- Research Presentation
- Student participation

## Changes since First Published

Date	Description
05/02/2019	Hi Kerry, I have now changed the learning outcomes. Sarah