



PSYU3399

PACE: Psychological Science: Putting Theory into Practice

Session 2, Online-scheduled-In person assessment, North Ryde 2022

School of Psychological Sciences

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Credit points

10

Prerequisites

[(60cp from PSY or PSYU or PSYX units at 2000 level) and (20cp from PSY or PSYC or PSYU or PSYX units at 3000 level)] or [30cp from PSY or PSYU or PSYX units at 2000 level and 10cp from PSY or PSYC or PSYU or PSYX units at 3000 level and admission to BA or BHumanSc)]

Corequisites

10cp in PSY or PSYC or PSYU or PSYX at 3000 level

Co-badged status

Unit description

This unit encourages students to reflect on their undergraduate degree, and to integrate their knowledge from the sub-disciplines of psychology into a more holistic understanding of psychology. This unit also assists students to understand their options with a psychology degree, the standards of professional practice that will be required of them as psychologists, and pathways to higher study or employment. In order to help students gain a more practical understanding of the psychology profession, and to make informed decisions about their own future, this unit includes a mandatory 32 hour placement with an organisation that deals with issues relevant to psychology.

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:

ULO1: Identify a social issue and devise practical solutions that are supported by sound psychological theories and evidence.

ULO2: Use skills and knowledge acquired over the psychology degree in a real world context and develop new practical skills and knowledge over the course of a volunteer placement.

ULO3: Critically evaluate a body of literature on a social issue in relation to relevant psychology sub-disciplines.

ULO4: Integrate and synthesise knowledge from various psychology sub-disciplines.

ULO5: 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.

ULO6: Reflect on their learning in psychology (including practical learning), and its

application to professional and ethical practice (including at their volunteer placement).

ULO7: Demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience.

General Assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-28 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	-60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100		75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Special Consideration

If you are unable to complete an assessment task on or by the specified date due circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may apply for special consideration in accordance with the [special consideration policy](#). Applications for special consideration must be supported by appropriate evidence and submitted via ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Final Examination	40%	No	As scheduled in formal examination period
Project report	40%	No	Part 1 due Friday Wk4 11.55pm; Parts 2-5 Monday Wk10 11.55pm
Literature review	20%	No	Friday week 5, 11.55pm
PACE Placement	0%	Yes	Friday Week 13 11.55pm

Final Examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 26 hours

Due: **As scheduled in formal examination period**

Weighting: **40%**

Final examination held within the University's formal exam period, in accordance with relevant requirements.

On successful completion you will be able to:

- Integrate and synthesise knowledge from various psychology sub-disciplines.

Project report

Assessment Type ¹: Report

Indicative Time on Task ²: 26 hours

Due: **Part 1 due Friday Wk4 11.55pm; Parts 2-5 Monday Wk10 11.55pm**

Weighting: **40%**

Students submit a 1500 word report across 5 sections, related to their placement experiences.

On successful completion you will be able to:

- Identify a social issue and devise practical solutions that are supported by sound psychological theories and evidence.
- 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.
- Reflect on their learning in psychology (including practical learning), and its application to professional and ethical practice (including at their volunteer placement).
- Demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience.

Literature review

Assessment Type ¹: Literature review

Indicative Time on Task ²: 20 hours

Due: **Friday week 5, 11.55pm**

Weighting: **20%**

Students are required to submit a 700 word integrated review that brings together existing knowledge from various disciplines in psychology.

On successful completion you will be able to:

- Critically evaluate a body of literature on a social issue in relation to relevant psychology sub-disciplines.
- Integrate and synthesise knowledge from various psychology sub-disciplines.
- 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.
- Demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience.

PACE Placement

Assessment Type ¹: Work-integrated task

Indicative Time on Task ²: 32 hours

Due: **Friday Week 13 11.55pm**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Students spend a minimum of 32 hours applying the skills and knowledge from their psychology degree to a placement. Students are required to keep a logbook, which is signed off by their placement supervisor.

On successful completion you will be able to:

- Identify a social issue and devise practical solutions that are supported by sound psychological theories and evidence.
- Use skills and knowledge acquired over the psychology degree in a real world context and develop new practical skills and knowledge over the course of a volunteer placement.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Learning activities

As a student enrolled in this unit, you will engage in a range of online and/or face-to-face learning activities, including lectures, tutorials, personal reflection, readings, online modules and a placement. Details can be found on the iLearn site for this unit.

Recommended Readings

Readings are all available in Leganto, which can be accessed via the unit iLearn page.

Week 2

Students should complete the Ethics Module, which has one reading

Week 3

1. Anderson, C. A., & Bushman, B. J. (2002). Human Aggression. *Annual Review of Psychology*, 53, 27-51.
2. Raine, A. (2008). From genes to brain to antisocial behavior. *Current Directions in Psychological Science*, 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. *Aggressive Behavior*, 35, 136-149.
4. Jockin, V., Arvey, R. D., & McGue, M. (2001). Perceived victimisation moderates self-reports of workplace and aggression and conflict. *Journal of Applied Psychology*, 86, 1262-1269.
5. Warburton, W. A., & Anderson, C. A. (2015). Social psychology of aggression. In J. Wright & J. Berry (Eds.), *International Encyclopedia of Social and Behavioral Sciences*, 2nd Edition, Vol. 1 (pp. 373- 380). Oxford, England: Elsevier.
6. Warburton, W. A., & Anderson, C. A. (2018). Aggression. In T. K. Shackleford & P. Zeigler-Hill [Eds.], *The SAGE handbook of personality and individual differences: Vol. 3 Applications of personality and individual differences* (pp. 183-211). Thousand Oaks CA: Sage.
7. Warburton, W. A., & Anderson, C. A. (2018). On the clinical implications of the GAM to domestic violence. In R. Art-Javier & W. G. Herron [Eds.], *Understanding domestic violence: Theories, challenges, remedies* (pp. 71-106). Lanham ND: Rowman and Littlefield.

Week 4

- * 1. Anderson, C. A., Bushman, B. J., Donnerstein, E., Hummer, T. A., & Warburton, W. A. (2015). SPSSI research summary on media violence. *Analyses of Social Issues and Public Policy*, 15, 4-19. DOI:10.1111/asap.12093
2. Anderson, C. A., Suzuki, K., Swing, E., Groves, C., Gentile, ... Warburton, W. A., Zhang, X., Tajima, S., Qing, F., & Petrescu, P. (2017). Media violence and other aggression risk factors in seven nations. *Personality and Social Psychology Bulletin*, 43, 986-998.
3. 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. *Psychological Science in the Public Interest*, 4, 81-110.
4. 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 activations while viewing televised violence revealed by (fMRI). *Media Psychology*, 8, 25-37.
5. 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. *Psychological Bulletin*, 136, 151-173.
6. Warburton, W. A., & Braunstein, D. (2012). *Growing up fast and furious: Reviewing the impact of violent and sexualized media on children*. Sydney: The Federation Press. Available at <http://w>

www.bookdepository.co.uk/Growing-Up-Fast-Furious-Wayne-Warburton/9781862878235

7. Coyne, S. M., Warburton, W. A., Essig, L. W., & Stockdale, L. A. (2018). Violent video games, externalizing behavior, and prosocial behavior: A five-year longitudinal study during adolescence. *Developmental Psychology*, 54, 1868-1880. DOI: [10.1037/dev0000574](https://doi.org/10.1037/dev0000574)
8. Warburton, W. A. (2014). Apples, oranges and the burden of proof: Putting media violence findings in context. *European Psychologist*, 19, 60-67. DOI: [10.1027/1016-9040/a000166](https://doi.org/10.1027/1016-9040/a000166)
9. Brockmyer, J. F. (2022). Desensitization and Violent Video Games: Mechanisms and Evidence. *Child and Adolescent Psychiatric Clinics of North America*, 31(1), 121-132. DOI: [10.1016/j.chc.2021.06.005](https://doi.org/10.1016/j.chc.2021.06.005).

Week 5

- *1. Job, S. R. F. (1999). The road user: The psychology of road safety. In J. Clark [Ed.], *Safe and mobile: Introductory studies in traffic safety* (pp. 21-55). Armidale: Emu Press.
2. Salmon, P., & Read, G. (2015, October 21). The 'fatal five' causes of road trauma: who's in control? [Web log post]. Retrieved from <https://theconversation.com/the-fatal-five-causes-of-road-trauma-whos-in-control-48976>

Week 6:

- * Cranney, J. & Dunn, D.S. (2012) *The Psychologically Literate Citizen*. New York: Oxford University Press. Chapter 1 Psychological Literacy and the Psychologically Literate Citizen (pp. 3-12). Library call number BF77 .P754 2012 (in e-reserve)

Week 7

Psychology Board of Australia. 4+2 and 5+1 internship for registration guidelines

<http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx>

Week 8

- *1. Lim, M. S. C., Agius, P. A., Carrotte, E. R., Vella, A. M., & Hellard, M. E. (2017). Young Australians' use of pornography and associations with sexual risk behaviours. *Australian and New Zealand Journal of Public Health*, 41(4), 438-443. doi: [10.1111/1753-6405.12678](https://doi.org/10.1111/1753-6405.12678).
2. Bernstein, S., Warburton, W. A., Bussey, K., & Sweller, N. (2021). "Rule 34: If it exists, there is porn of it..." Insights into the content choices, viewing reasons and attitudinal impact of internet pornography among young adults. *Sexual Health and Compulsivity*, 28(1-2), 1-28. <https://doi.org/10.1080/26929953.2021.1986763>.
3. Bernstein, S., Warburton, W. A., Bussey, K., & Sweller, N. (2022). Beyond the screen: Violence and aggression towards women within an excepted online space. *Sexes*, 3, 78-96. [http](http://www.sexesjournal.com/)

[s://doi.org/10.3390/sexes3010007](https://doi.org/10.3390/sexes3010007).

4. Bernstein, S., Warburton, W. A., Bussey, K., & Sweller, N. (2022). Pressure, preoccupation and porn: The relationship between internet pornography, gendered attitudes and sexual coercion in young adults. *Psychology of Popular Media*. Advance online publication. <https://doi.org/10.1037/ppm0000393>.

5. Bernstein, S., Warburton, W. A., Bussey, K., & Sweller, N. (2022). Mind the Gap: Young Adulthood and the Hazard of Internet Pornography. *Sexuality Research and Social Policy*, Advance online publication. <https://doi.org/10.1007/s13178-022-00698-8>.

Week 9:

No Readings

Week 10

*1. *Australian Psychological Society Code of Ethics*, as adopted 2007. Available from: <https://www.psychology.org.au/About-Us/What-we-do/ethics-and-practice-standards/APS-Code-of-Ethics>

2. National Practice Standards for the Mental Health Workforce. 2013, Available at:

<https://www1.health.gov.au/internet/publications/publishing.nsf/Content/mental-pubs-n-wkstd13-toc~mental-pubs-n-wkstd13-3>

3. The Australian Financial Counselling Code of Ethical Practice. Available at: <https://www.financialcounsellingaustralia.org.au/docs/australian-financial-counselling-code-of-ethical-practice/>

Week 11

1. NSW Mental health Act 2007. Available from

<https://www.legislation.nsw.gov.au/view/html/inforce/current/act-2007-008>

2. Understanding the NSW Mental Health ACT 2007. Resources, including Guidebook no 8, available at: <https://www.heti.nsw.gov.au/education-and-training/courses-and-programs/nsw-mental-health-act-2007> (Please note that the link to “The Mental Health Act Guide Book 7th edition” actually takes you to the latest, 8th edition guide).

3. Australian Health Practitioner Regulation Agency (AHPRA) Psychology Board of Australia. Codes and guidelines

3a – Mandatory Reporting Guidelines

3b - Area of Practice Endorsement Guidelines. Both are at:

<https://www.psychologyboard.gov.au/standards-and-guidelines/codes-guidelines-policies.aspx>

4. Federal Privacy Act [1988]. <https://www.legislation.gov.au/Series/C2004A03712>

Quick reference tool for the 13 Privacy Principles at <https://www.oaic.gov.au/assets/privacy/guidance-and-advice/app-quick-reference-tool.pdf>

5. Human rights, discrimination, equal opportunity resources at <http://www.hreoc.gov.au/>

Week 12

Psychology Board of Australia. Continuing professional development guidelines

<http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx>

Week 13:

No readings

* Mandatory Readings. There are only five mandatory readings you will need to study for the final exam. **Note:** Unstarred readings are not mandatory and thus not examinable BUT they will be helpful for students wishing to extend their understanding of the subject matter, and a helpful resource to all students wishing to become psychology professionals.

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Unit Schedule

Week 1: Introduction to the unit.

Week 2: Ethics and Research Ethics.

Week 3: Integrating psychology disciplines. Case Study 1: Aggressive Behaviour.

Week 4: Integrating psychology disciplines. Case Study 2: Mass media influences.

Week 5: Integrating psychology disciplines. Case Study 3: The psychology of road behaviour.

Week 6: Psychological literacy.

Week 7 Pathways to registration; Masters/professional programs; Career opportunities in psychology.

Week 8: Integrating psychology disciplines. Case Study 4: Internet Pornography and the cultivation of violence against women.

Week 9: Professional organisations. The Australian Psychological Society.

Week 10: National Mental Health Practice Standards, and professional ethics and behaviour in psychology.

Week 11: Legislation: The Mental Health Act [2007], Health Practitioner Regulation National Law Act [2009], Privacy, Human Rights, Discrimination laws.

Week 12: Professional development: Self care in a high burnout profession and maintaining professional competence.

Week 13: NO LECTURE; Study and Practice Exam

Tutorial 1: Introduction to the unit, FAQs and reflection

Tutorial 2: Interviews, selection criteria and generic graduate skills

Tutorial 3: Applying your knowledge to the issue of family violence

Tutorial 4: Drug and alcohol ethics

Tutorial 5: Ethics Case Studies

Tutorial 6: Obesity. Eating disordered behaviour and body dissatisfaction

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support](#) including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to

avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.