



PSYU3399

PACE: Psychological Science: Putting Theory into Practice

Session 2, In person-scheduled-weekday, North Ryde 2026

School of Psychological Sciences

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Disclaimer

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

Admission to BPsych or Bachelor of Psychology (Hons) and 180cp at the 1000 level or above

Corequisites

Co-badged status

Unit description

This unit encourages you to reflect on your undergraduate degree, and to integrate your knowledge from the sub-disciplines of psychology into a more holistic understanding of psychology. This unit also assists you to understand your options with a psychology degree, the standards of professional practice that will be required of you as a psychologist, and pathways to higher study or employment. In order to help you gain a more practical understanding of the psychology profession, and to make informed decisions about your own future, this unit includes a mandatory 32 hour Professional and Community Engagement (PACE) activity with an organisation that deals with issues relevant to psychology. Visit [Employability Connect](#) for important information on this unit including required preparation and closing dates for PACE activities.

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: Demonstrate broad and integrated knowledge of the underlying psychological principles, theories and concepts, and apply knowledge and skills in an adaptive way across contexts and in conditions of uncertainty (Capability 1: Scientist and Scholar).

ULO2: Communicate effectively in a range of settings (PACE activity, small groups, learning settings) using both oral and written modalities, so that peers, colleagues, teachers and supervisors can understand your message (Capability 2: Practitioner).

ULO3: Demonstrate effective application of psychology knowledge and skills in a work-integrated learning environment at a foundational level of competency (Capability 2: Practitioner).

ULO4: Demonstrate effective interpersonal skills and the capacity to work in teams and/or collaboratively, including application of psychology knowledge and skills in a manner that is reflexive, culturally appropriate, and sensitive to the diversity of individuals (Capability 4: Professional).

ULO5: Apply knowledge of ethical practice during the PACE activity and reflect on professional ethics and the type of professional that upholds APAC standards and requirements (Capability 4: Professional).

General Assessment Information

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](#) (clauses 128, 129).

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 and in the Unit Handbook.

Late Submissions

Unless a Special Consideration or Short Extension 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, but students should provide evidence (for more information see Unit Handbook).

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.

Short extension requests

Both the Job Application and Project Report are eligible for short extension requests. Students can apply for a 3-day extension via [Service Connect](#). No supporting evidence is needed. Students must apply before or on the due date. Students will receive an automatic email when a short extension request has been approved.

For an assessment task, students can apply for special consideration after first applying for a short extension, but the due date for special consideration will be calculated from the original due date for the task, not the revised short extension date. Students cannot apply for a short extension for that task if they have already applied for special consideration. Only one short extension request can be submitted for each assessment task.

Special Consideration

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. Applications for special consideration are submitted via [Service Connect](#).

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Job Application	30%	No	28/08/2026	Individual	No	Open
Project report	35%	No	19/10/2026	Individual	No	Open
PACE Activity logbook	0%	No	30/10/2026	Individual	No	Observed

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
<u>Final Examination</u>	35%	No	Formal examination period	Individual	No	Observed

Job Application

Assessment Type ¹: Professional task

Indicative Time on Task ²: 20 hours

Due: **28/08/2026**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Open

You will complete a sample job application that integrates demonstration of skills acquired across the course.

On successful completion you will be able to:

- Demonstrate broad and integrated knowledge of the underlying psychological principles, theories and concepts, and apply knowledge and skills in an adaptive way across contexts and in conditions of uncertainty (Capability 1: Scientist and Scholar).
- Communicate effectively in a range of settings (PACE activity, small groups, learning settings) using both oral and written modalities, so that peers, colleagues, teachers and supervisors can understand your message (Capability 2: Practitioner).
- Demonstrate effective application of psychology knowledge and skills in a work-integrated learning environment at a foundational level of competency (Capability 2: Practitioner).
- Demonstrate effective interpersonal skills and the capacity to work in teams and/or collaboratively, including application of psychology knowledge and skills in a manner that is reflexive, culturally appropriate, and sensitive to the diversity of individuals (Capability 4: Professional).
- Apply knowledge of ethical practice during the PACE activity and reflect on professional ethics and the type of professional that upholds APAC standards and requirements (Capability 4: Professional).

Project report

Assessment Type ¹: Written Submission

Indicative Time on Task ²: 25 hours

Due: **19/10/2026**

Weighting: **35%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Open

You will complete a written report across 5 sections, related to your PACE activity experiences and integration of skills developed across the course.

On successful completion you will be able to:

- Demonstrate broad and integrated knowledge of the underlying psychological principles, theories and concepts, and apply knowledge and skills in an adaptive way across contexts and in conditions of uncertainty (Capability 1: Scientist and Scholar).
- Communicate effectively in a range of settings (PACE activity, small groups, learning settings) using both oral and written modalities, so that peers, colleagues, teachers and supervisors can understand your message (Capability 2: Practitioner).
- Demonstrate effective application of psychology knowledge and skills in a work-integrated learning environment at a foundational level of competency (Capability 2: Practitioner).
- Demonstrate effective interpersonal skills and the capacity to work in teams and/or collaboratively, including application of psychology knowledge and skills in a manner that is reflexive, culturally appropriate, and sensitive to the diversity of individuals (Capability 4: Professional).
- Apply knowledge of ethical practice during the PACE activity and reflect on professional ethics and the type of professional that upholds APAC standards and requirements (Capability 4: Professional).

PACE Activity logbook

Assessment Type ¹: Experiential task

Indicative Time on Task ²: 1 hours

Due: **30/10/2026**

Weighting: **0%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

You will spend a minimum of 32 hours applying the skills and knowledge from your psychology degree to your PACE activity. You are required to keep a logbook, which is signed off by your PACE activity supervisor.

On successful completion you will be able to:

- Demonstrate broad and integrated knowledge of the underlying psychological principles, theories and concepts, and apply knowledge and skills in an adaptive way across contexts and in conditions of uncertainty (Capability 1: Scientist and Scholar).
- Communicate effectively in a range of settings (PACE activity, small groups, learning settings) using both oral and written modalities, so that peers, colleagues, teachers and supervisors can understand your message (Capability 2: Practitioner).
- Demonstrate effective application of psychology knowledge and skills in a work-integrated learning environment at a foundational level of competency (Capability 2: Practitioner).
- Demonstrate effective interpersonal skills and the capacity to work in teams and/or collaboratively, including application of psychology knowledge and skills in a manner that is reflexive, culturally appropriate, and sensitive to the diversity of individuals (Capability 4: Professional).
- Apply knowledge of ethical practice during the PACE activity and reflect on professional ethics and the type of professional that upholds APAC standards and requirements (Capability 4: Professional).

Final Examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 26 hours

Due: **Formal examination period**

Weighting: **35%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

You will complete a summative final exam covering the unit's content under formal examination conditions.

On successful completion you will be able to:

- Demonstrate broad and integrated knowledge of the underlying psychological principles, theories and concepts, and apply knowledge and skills in an adaptive way across contexts and in conditions of uncertainty (Capability 1: Scientist and Scholar).
- Demonstrate effective interpersonal skills and the capacity to work in teams and/or collaboratively, including application of psychology knowledge and skills in a manner that is reflexive, culturally appropriate, and sensitive to the diversity of individuals (Capability 4: Professional).
- Apply knowledge of ethical practice during the PACE activity and reflect on professional

ethics and the type of professional that upholds APAC standards and requirements (Capability 4: Professional).

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
- [Academic Success](#) 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.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

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 PACE Activity. 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 1

No reading

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. (2012). Growing up fast and furious in a media saturated world. In W. A. Warburton & D. Braunstein [Eds.], *Growing up fast and furious: Reviewing the impacts of violent and sexualised media on children* (pp. 1-33). Sydney: The Federation Press.

7. Prot, S., Gentile, D G., Anderson, C. A., Suzuki, K., Swing, E., Lim, Warburton, W. A., et al. (2014). Long-term relations between pro-social media use, empathy and pro-social behaviour. *Psychological Science*, 25, 358-368. DOI:10.1177/0956797613503854

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

9. 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

10. 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

11. 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:

*1. Di Fabio, A., & Svicher, A. (2021). The Psychology of Sustainability and Sustainable Development: Advancing decent work, inclusivity, and positive strength-based primary preventive interventions for vulnerable workers. *Frontiers in Psychology*, 12, 718354. <https://doi.org/10.3389/fpsyg.2021.718354>

2. Shafiei, A., & Maleksaeidi, H. (2020). Pro-environmental behavior of university students: Application of protection motivation theory. *Global Ecology and Conservation*, 22, e00908. <https://doi.org/10.1016/j.gecco.2020.e00908>

3. Yin, J., Yuan, J., Arfaei, N., Catalano, P. J., Allen, J. G., & Spengler, J. D. (2020). Effects of biophilic indoor environment on stress and anxiety recovery: A between-subjects experiment in virtual reality. *Environment International*, 136, 105427. <https://doi.org/10.1016/j.envint.2019.105427>

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

* 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 9:

No readings

Week 10

*1. *Psychology Registration Board 'Code of conduct for psychologists'*: <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Professional-practice-standards/Code-of-conduct.aspx#>

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

<https://www.health.gov.au/resources/publications/national-practice-standards-for-the-mental-health-workforce-2013?language=en>

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/privacy/australian-privacy-principles/australian-privacy-principles-quick-reference>

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

Lectures

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: Integrating psychology disciplines. Case Study 4: Sustainability and psychology.

Week 7: Psychological literacy.

Week 8: Professional organisations. The Australian Psychological Society.

Week 9: Pathways to registration; Masters/professional programs; Career opportunities in psychology.

Week 10: 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

Tutorials

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 connect.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/>

Academic Success

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

- [Ask a Study Coach](#)
- [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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

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

IT Help

For help with University computer systems and technology, visit <https://students.mq.edu.au/support/technology/service-desk>.

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.

Changes from Previous Offering

Guidelines around use of AI in written assessment tasks has been updated to align with university AI policies. The assessment task rubrics have been changed to reflect this change. Due dates for the two written assessment tasks have changed, with the Job Application now due on Friday of week 5 and the Project Report now due on Monday of Week 11.

Artificial Intelligence Tools

Macquarie University recognises that artificial intelligence (AI), especially generative AI, is rapidly reshaping education and the modern workplace. As AI becomes increasingly accessible, the University and your teaching staff are committed to preparing you to use these tools effectively, ethically, and with strong professional judgment. Rather than restricting technology, the emphasis is on helping you understand when and how AI can be used to enhance productivity, support learning, and reflect real-world professional practice. Across your degree, we will support you to develop the critical thinking, adaptability, and values-based decision-making skills required to navigate evolving AI tools responsibly, including acknowledging their use appropriately. You should always appropriately acknowledge when you have used AI tools within assessment tasks, including which AI tools you have used and how you have used them.

To provide clarity, Macquarie University uses a simple, two-tiered approach to AI in assessment:

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, and when on a PACE Activity representing Macquarie University, 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, including when on an external placement activity.

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, and the staff at external placements, 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 or placement session. When on placement, please contribute to the healthcare/workplace team appropriately, treat all patients, other members of the healthcare/workplace team, and your fellow students with the utmost respect.

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.

Unit information based on version 2026.04 of the [Handbook](#)