Psychology 1101 Handbook 2007

Co-ordinator: Martyn Churcher
Laboratory Co-ordinator: Martyn Churcher
Welcome to Psychology 1101!

✧ I am new to UWA…
✧ I am enrolled in PSYC1101,
✧ now what do I do…?

. Read the “Succeeding in Psychology” Student Guide
  ▪ Available at the Main Office

. If it’s Monday, Wednesday, or Friday, attend lecture
  ▪ 10-11AM: Octagon Theatre
  ▪ 5-6PM: Social Sciences LT

. If you have not already done so, enrol in one (1) combined laboratory/tutorial class using the University’s On-Line Class Registration system. This can be done from any computer with web access – and computers will be available in Labs A and B on the ground floor of the Sanders Building. This must be done by 5:00pm on Wednesday 28\textsuperscript{th} February.

Go to \textit{\url{http://www.olcr.uwa.edu.au}}
PSYCHOLOGY 1101: INTRODUCTION TO PSYCHOLOGY

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Room 1.37, Main Psychology Building  
Telephone: 6488 1402  
martyn@psy.uwa.edu.au

Laboratory Co-ordinator: Martyn Churcher  
Room 1.37, Main Psychology Building  
Telephone: 6488 1402  
martyn@psy.uwa.edu.au

Your Laboratory Tutor: Write your tutor’s contact details in the space below.  
Name: _______________________________  
Room: __________Building______________  
Telephone: _________________________________  
Consultation time/s: ____________________

✧ Direct any enquiries concerning lectures firstly to the relevant lecturer, then if necessary consult the Unit Co-ordinator. Lecturers welcome enquiries immediately after each lecture.

✧ Direct enquiries concerning laboratories first to your tutor, then if necessary to the Laboratory Co-ordinator.

✧ If you feel you deserve an extension for a written assignment, you must contact Martyn Churcher before the assignment is due. Extensions typically will not be granted without a doctor’s certificate and never for computer failure etc (so back-up, back-up, back-up!!!).

✧ If you have lost contact details for your tutor, please call the Psychology office (6488 3267).

Make sure you get a copy of the “Succeeding in Psychology” Guide from the Main Office!
Textbook:

Note that a few copies of this text are available in the UWA library on closed reserve. The library advises that students who want to borrow a reserve copy can book the copy for a particular time.

Recommended statistics text:


Other useful texts:


If intending to do a Psychology major:

Welcome to first year Psychology (Psychology 1101 and 1102). People take these units for lots of reasons, ranging from simple curiosity about psychology to familiarity with the many attractive career options that are open to practitioners of this discipline. Regardless of your reasons for enrolling, we will provide you with a well-structured introduction to this remarkable discipline, which we hope will leave you with a lasting fascination for our field of study.

- We introduce you to some of the major issues and discoveries of modern psychology. These range from the study of perceptual systems, the mechanisms of learning and memory, to considerations of the genetic and environmental contributions, to intelligence and the study of abnormal psychological conditions.

- We also introduce you to the principal empirical methods in psychology and give you some of the research skills necessary for conducting and understanding psychological science. This will involve teaching you how to design and conduct simple experiments, how to analyse and interpret data and how to write research reports. You will also be given the opportunity to participate in several experiments to further your understanding of psychological research. This is why attendance at the laboratories is so important.

**We expect that you will:**

- Acquire a basic understanding of the central topics in psychology and of the relationships between them.
- Understand the basic principles of psychological measurement and experimental design.
- Be able to collect and analyse data relevant to psychological questions and to draw appropriate inferences from such data.
- Be able to write research reports and essays relevant to psychological issues.
- Study the textbook thoroughly, and understand and be able to use the language of psychology.
PSYCHOLOGY AT UWA

You have arrived in the right place, and at the right time, to join us in the study of psychology. Modern psychology is a rapidly expanding discipline that seeks to understand, explain, and predict behaviour. The University of Western Australia has one of the premier schools of psychology within Australia, and we hold a national and international reputation for academic excellence. Our Clinical Unit was the first Psychology Clinic to be established in any Australian university, and Psychology benefits from being one of the largest and best equipped Schools on campus. We teach more than a thousand students each year, and their education draws upon the talents of nearly 30 full-time academic staff, many of whom enjoy a worldwide reputation for their research.

THE SCHOOL, SUPPORT, AND ASSISTANCE

Although we are a School of Psychology, we cannot provide assistance to students with psychological problems. If it comes to our attention that a student is in need of psychological assistance, we cannot act on our own to provide assistance, but we may refer you to the University Counselling Service or other relevant professionals. Students requiring support and assistance, whether it is counselling for personal issues or assistance with learning skills, are urged to contact the Student Services Support Centre. The Support Centre is located in the Guild buildings. To book a counselling appointment, call the Support Centre on 6488 2423 or book in person (2nd Floor, South Wing, Guild Village Building).

UNIT STRUCTURE AND CONTENT

Four Learning Components:

This unit involves four central learning components: lectures, laboratories, reading, and experimental participation. Each component is designed to complement (not duplicate) the others.

❖ The lectures guide you through the major topics and deal with some of the more difficult conceptual issues.

❖ You attend three 45-minute lectures per week.

❖ Lectures are on Monday, Wednesday, and Friday, at 10:00am-10:45am in the Octagon Lecture Theatre.

❖ All lectures are repeated on Monday, Wednesday, and Friday at 5:00pm-5:45pm in the Social Sciences Lecture Theatre.

❖ You may attend either (or both) lecture(s) as you choose.

❖ The laboratories introduce you to the major empirical approaches in psychological science, and will provide a forum for discussion (guided by your tutor).

❖ You attend one 90-minute laboratory/tutorial session most weeks.

❖ You must enrol in a laboratory class before Wednesday 4:00pm of Week 1. You enrol electronically, using one of the computers in the Psychology 1101
laboratory (Laboratories A and B) in the Sanders Building, or any computer with internet access.

- Unless there are compelling reasons for you to move to a different group, you will remain in the same laboratory group throughout the year. As described in a later section, your tutor will allocate a participation mark to you at the end of semester – if you are not on their class list, or if you have moved class excessively, it will hamper your tutors ability to assess your participation.

- Reading is an essential component of university study. The textbook has been chosen because of its high intellectual standard, its coverage of material taught in lectures, and because it considers other topics that we cannot cover in the lectures. By the end of the 1101 and 1102 you should have read the textbook from cover to cover (do not sample just the bits that are cited in lectures). Material in the textbook, as well as that presented in lectures, will provide the basis for the examination.

- Research is fundamental to psychological knowledge and in time you may be involved in conducting research with human participants. To give you first hand experience of research participation we will make available opportunities to participate in the experiments conducted by other students and psychology staff.
The lectures and labs are arranged around the following core topics within psychology. Each topic takes up a “block” of lectures and associated laboratories.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td><strong>Introduction to course:</strong> Psychology and future careers</td>
<td>Martyn Churcher</td>
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<tr>
<td><strong>Critical thinking in Psychology</strong></td>
<td>David Van Valkenburg</td>
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<td><strong>Decision making in Psychology:</strong> Research Methods</td>
<td>Martyn Churcher</td>
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<td><strong>Psychology and the Brain</strong></td>
<td>Martyn Churcher</td>
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<td><strong>Neuropsychology</strong></td>
<td>Allison Fox</td>
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| **Learning**
  How do organisms adapt their behaviour?         | Martyn Churcher |
| **Emotion, Motivation, Arousal**                 | Martyn Churcher |
| **Cognition**
  How do we think?                               | Stephan Lewandowsky |
| **Perception**
  How do we take notice of the world?             | David Van Valkenburg |
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LABORATORIES

The laboratories are a vital element of Psychology 1101. They are tied to the lectures (see overview on preceding pages) and they have strong links to the textbook.

In your laboratory meetings you will learn to do research. You will gather data; draw implications from it using some elementary statistical procedures; discuss your reading and, in the process, learn about content. This is an active, hands-on, enterprise in which you will be called on to make a continuing contribution which will be assessed by your tutor. **Full attendance at laboratory sessions is a necessary, but not sufficient, requirement to obtain a high mark for participation (see next section).**

The laboratories are also important because they enable you to get to know your tutor and fellow students. You should take advantage of your contact with your tutor, who will guide you through the laboratories and who will help you with any conceptual issues.

We foster an atmosphere of discussion in the laboratories that encourages you to ask questions concerning the issues raised in lectures or in your reading. Do not expect your tutor to regurgitate the lecture—instead, your tutor is there to help you understand the central points of lectures and to encourage discussion with your peers.

There are nine laboratory classes in each semester. The weeks during which there are no labs give you extra time for your assigned reading. It is essential that you read all material prior to the relevant lectures and laboratories, as they will set you up for in-class discussions. Short tests on most textbook chapters (see summaries below) will be posted on the PSYC1101 WebCT site during the semester and should be completed prior to the relevant laboratory class so that the questions can be discussed in the class. These tests do not count directly towards your final mark, but they will provide you with feedback on your learning during the semester and they will enable better class participation, which does attract marks.

INTERNET RESOURCES

Psychology 1101 relies extensively on the internet. There is a designated home page that can be found through [http://webct.uwa.edu.au](http://webct.uwa.edu.au). The Psychology 1101 page features the following:

- An electronic version of this handbook.
- A guide to writing laboratory reports.
- A fanciful, but well written and formatted, example laboratory report.
- Lecture notes and handouts.
- A useful links page, containing information on UWA campus facilities (ideal for new students), and information on studying, writing, and psychology in general.
- Links to the activities for the current series of laboratory classes.

<table>
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<tr>
<th><a href="http://webct.uwa.edu.au">http://webct.uwa.edu.au</a></th>
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<tbody>
<tr>
<td>LOGIN: your Person ID (formerly known as Student Number)</td>
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<td>PASSWORD: your Password (formerly known as Student PIN)</td>
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### ASSESSMENT

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<th>Assessment Component</th>
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<td>Examination (64% total)</td>
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<td>Course work (36% total)</td>
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#### Examinations:

The examination includes multiple choice items and essay questions. *Multiple-choice questions are drawn from the examinable chapters (see the earlier lecture summary).* Broadly speaking, the multiple-choice questions test your breadth of knowledge whereas the essay questions examine your ability to organise your knowledge in a *logical* and *coherent* fashion.

The examination will include 100 multiple-choice questions. In addition, you will have to answer two (2) essay questions, from a set of three (3) options, *drawn from the set of essay questions contained in this Handbook*.

- Throughout the year, the laboratories will provide you with opportunities to learn information relevant to the essay questions.
- We strongly recommend that you use the essay questions to hone your study and examination skills.
- It is particularly good learning practice to attempt to answer the question under examination conditions. Thus, having read the relevant material and then attended the lectures, try to answer the question without notes and within the usual time limit of about 40 minutes. Not only will you gain practice in writing answers, you also will soon learn how to structure your study so that you can make better ‘first-time’ attempts at answering questions.
Course Work:

The major course work component is a laboratory report. Instruction on how to write such reports will be provided during the laboratories.

- Check the lecture summary on the preceding pages for the due-date for the report.

- Laboratory reports must not exceed 1500 words. Any rumours regarding lee-way on this are just that—rumours—it is generally foolish to plan your work on the basis of gossip. You must include a word count on the cover sheet of your report. The School’s policy on word limits is to stop reading once the limit has been reached. (Limits do not include abstracts or reference lists. Any letter, string of letters, numeral, or numerals that is followed by a space or punctuation is considered to be a word.)

- You may have to read material in addition to your textbook to complete a report. Specific references to book chapters or research papers may be given in lectures. Important references will be placed on Closed Reserve in the Reid Library.

- Success in your studies requires that you develop expertise in the use of the Library’s computer cataloguing system. We strongly encourage that you take advantage of the orientation sessions that the Library runs from time to time. Details can be obtained from the Library.

Marks for Laboratory Participation: Participation in the laboratory meetings is essential to your learning experience and to the success of the laboratories. Your tutor(s) will award up to 10% of your final mark for participation in the laboratory meetings. Attendance at the meetings is obviously essential in order to participate; however, by itself, attendance alone is insufficient to earn full participation marks. To earn high marks, you must consistently contribute to discussions and activities during the laboratories.

Experimental Credit: The School of Psychology is continually conducting experimental research, much of which relies on human participants. You may earn up to 6% of your final marks by collecting 3 experimental credits, which translates to approximately 3 hours of experimental participation across the semester. If you find the experiments on offer interesting and wish to do more then you may accumulate more credits and carry them over towards a similar requirement in Psychology 1102 in 2007.

- Available experiments will be advertised through the Psychology 1101 page on WebCT. You sign-up on-line for the experiments you wish to participate in. Your tutor will provide you with more details. Please note that we will accept experimental credits for Psychology 1101 until close of business on the last working day prior to the Psychology 1101 examination.

- We consider it an important part of your education in psychology that you experience first-hand what it is like to participate in real experiments. At the completion of experiments you will be debriefed, which will enhance your understanding of methods used in psychological research. Please note: it is very important to use the e-mail address provided to you by the University in all communications with your lecturers, tutors, and experimenters – information regarding the activation and use of your student e-mail address is available from the UWA web-site (http://www.uwa.edu.au). Staff will not reply to messages from non-UWA e-mail addresses.

- However, if for any reason you do not wish to participate in experiments, you may instead choose to submit a 1500 word essay on experimental methods to earn this 6% component of your final mark. You must inform the laboratory co-ordinator, Martyn Churcher, by the end of Week 2 of Semester 1 if you wish to choose the essay option.
Requests for the essay option that are received after that date will require justification (the deadline is to equalize the amount of time available to complete the chosen option).

**Extensions and Penalties:**

Students seeking extensions for assignments must contact the laboratory co-ordinator (Martyn Churcher) before the submission deadline. Extensions will normally be granted only in instances where an unforeseeable and unavoidable event, such as illness, prevents the work from being submitted by the specified deadline. Please note that computer failures are inevitable, they should be expected and an appropriate back-up regime should be maintained in preparation for them. Extensions will not be granted for holidays, professional and sporting commitments, or clashing assignment deadlines. If approval for an extension is given, both the student and the laboratory co-ordinator must sign an Extension Approval Form – the extension is not official until this has been done. Assignments for which extensions have been granted will be due at 12:00pm on the new due date unless otherwise specified.

Late assignments will be penalised by 5% of the available marks for each day, or part thereof, after the published submission deadline. You should note that work submitted on the due date but after the submission time specified will be recorded as one day late. There is no leeway given in regard to the submission time – so you would be well advised to submit your assignment well before the deadline.

Please see the “Succeeding in Psychology—Student Guide 2007” for more information about extensions and penalties.

**Plagiarism and Unfair Conduct:**

Students are referred to the University policy on Ethical Scholarship, Academic Literacy and Academic Misconduct. It is important that you familiarize yourself with this policy. It is available at [http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct](http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct)

Additional information to aid students in achieving an appropriate standard of academic literacy is provided in the School of Psychology Policy on Assignments, which is available as handout GE-00 at the front office or on the web under Information for Current Students. It will help you to understand what plagiarism is, and how to avoid it— all assignment coversheets, including those for this Unit, will require you to sign to the effect that you have read and understood both the School of Psychology and the University policies. A very helpful discussion of plagiarism, giving examples, is provided in the recommended text by Smyth, T.R. (2004). *The Principles of Writing in Psychology* — Chapter 4. Please read this chapter because some practices, when dealing with the work of others, that are acceptable in High School are not acceptable here.
Lectures:

Psychology has been referred to as “the Rodney Dangerfield of sciences” (see Stanovich, Ch. 12) – in other words, it gets not the respect it deserves. Much of the reason for this is because of misrepresentation and disinformation that comes from media, advertisers, politicians, and others who either (i) know little about psychology, or (ii) have much to gain from pretending to know little about psychology. In these lectures, we will examine some of the basic principles of the scientific method in psychological research, and we will learn how to think critically about information we are given. Armed with the knowledge of these methods, we will be in a much better position to be able to evaluate psychological claims, and to distinguish science from pseudo-science.

Readings:

Chapter 1 of Myers, and Chapters 1, 2, 5, and 6 from Stanovich, will be required reading for these lectures.

Topics:

Topics covered will include:

- Understanding the scientific method (theories, hypotheses, operational definitions, replication, falsifiability, controls)
- Correlations, illusory correlations, and causation.
- Inferential statistics (central tendency, variability, sampling, significance testing).
Essay Exam Questions:

✧ There will be no essay exam questions for this block.
✧ However, there may be multiple choice questions on the lectures and related material in the recommended reading.

Lectures:

We are almost constantly making decisions under conditions of uncertainty (although often we don’t realise it), that is, where we do not, and perhaps cannot, have all the relevant information.

Despite our frequent confident assumptions of the absolute correctness of our decisions, often we find ourselves in error, and this can lead to some quite dramatic unexpected consequences. Even when we are in doubt, we are often unsure of how great our doubt should be – in other words, what is the probability that our decision is a reasonable one under the circumstances... Sometimes it is impossible to know, but when we are making decisions in the course of psychological research, we have a range of techniques to assist our decision making, and to provide us with a firmer basis for assessing the degree of doubt that should accompany each decision.

In these lectures we will examine the factors involved in making decisions in our everyday lives; at home, at work, in nightclubs – and as well as how we make such decisions more formally when we are conducting research in psychology.

Reading:

Relevant reading can be found in Chapter 1 of your textbook, and in Chapters 1 to 5 of Howell, D. C. (2006). Statistical methods for psychology (6th Ed.). Pacific Grove, USA: Duxbury, which is held in closed reserved in the Library.
Essay Exam Questions:

✧ Describe the structure of a neuron, and explain how neural impulses are generated and transmitted.

✧ Describe and explain the functional distinctions used to describe the nervous system. What are the bases for the various distinctions that are used in this description.

✧ Identify and describe several techniques for studying the brain, highlighting the strengths and limitations of each technique in understanding psychological processes.

Lectures:

This series of six lectures describes the physiological bases underlying your existence as a human being. It will introduce the immensely complex, biologically based, electrochemical structures and processes that provide the facilities for sensation, perception, learning, memory, motor skills, personality, hopes and dreams.

Chapters 2 and 7 will be required reading for this lecture series.

Topics covered will include:-

The relationship between brain and mind.

Strategies used to examine the relationship between our physical and our psychological selves.

Anatomical and functional descriptions of the nervous system.

The structure and function of neurons as the basic building blocks of the nervous system.

The role of neurotransmitters in information processing and in gross differences in personality.
Essay Exam Questions:

✧ Outline some of the techniques used to examine genetic influences on behaviour. Discuss benefits and costs of these methods of investigation to an individual and to society.

✧ Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens.

✧ Discuss the biological, psychological, and social roots of drug use.

Lectures:

This series of four lectures introduces selected applications of neuropsychology -- an understanding of the effects of brain injury on behaviour. Neurobiological factors which can modulate the effects of brain injury on behaviour, such as genetic predisposition, neural reserve, and recovery will be reviewed. Implications of the development of these techniques to diagnose and treat patients who have experienced brain injury will be discussed.

Chapters 2, 3, and 7 will be required reading for this block

Topics covered will include

♦ Neural communication
♦ Behaviour genetics
♦ Drug effects on behaviour
♦ Influences on drug use
Essay Exam Questions:

✧ What is operant learning? How is it distinguished from classical conditioning? Give an example of an operant conditioning experiment, including a description of the apparatus, the methods, and the results.

✧ Provide an example of classical conditioning from your everyday experience. Explain how the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination might apply to your example?

✧ Can any organism be taught to perform any action? Giving examples where appropriate, describe the roles of cognitive processes and biological predispositions in operant conditioning.

Lectures:

Having gained a basic understanding of the relationship between our physiological and our psychological selves, we now move on to examine how our experiences in the world influence our future behaviour and our ongoing development. In psychological science, the term ‘learning’ is used both in a more restricted, and in a more general sense than in everyday life. The lectures will cover the major theories that explain the ways in which humans and other animals learn from, and adapt to, their environments.

Chapter 8 will be required reading for this lecture series.

Topics covered will include:

Defining learning in its more technical sense. Habituation/sensitisation, classical conditioning, operant learning, and vicarious learning—The applications of these concepts in understanding ‘normal’ and sometimes ‘other than normal’ behaviour.


Vicarious learning – Learning from observing others. Characteristics of effective ‘models.’ Implications for parenting.

Integrating the different types of learning in understanding behaviour.
Essay Exam Questions:

✧ What are emotional and motivational states? In what ways are they the same, and in what ways do they differ?

✧ Distinguish between regulatory and non-regulatory psychological states, giving examples of each and describing the functions they seem to serve.

✧ Describe evidence which suggests that stress increases susceptibility to physical disease. How might this influence be mediated?

✧ Describe the different stages of sleep. What evidence suggests that REM sleep is important for psychological processes?

Lectures:

Emotional and motivational states are important determinants of our behaviour. This brief series of lectures will consider the nature of emotional and motivational states, how they are created and maintained, and how they act to determine behaviour.

Topics covered will include:

- the variety of emotional states and their classification
- expression and experience of emotion
- learned and unlearned sources of emotion and motivation
- internal and external sources of emotion and motivation
- arousal and stress
- sleep

Reading:

Chapter 7, pp 264 – 285
Chapter 12, pp 454 – 467
Chapter 13, pp 498 – 529
Chapter 14, pp 530 – 546
Essay Exam Questions:

✧ Memory has been divided into separate stores, for example short-term and long-term memory, and implicit and explicit memory. Outline the evidence that supports one of these divisions.

✧ Human problem solving ability is characterized by at least two limitations: One involves people's inability to transfer solutions from one problem to another, and the other involves people's difficulties with abstract (but not "real-life") versions of logical reasoning tasks. Discuss the evidence for one of those limitations and suggest how it might be avoided in real life.

✧ When people have to make intuitive judgments, they often rely on "heuristics". Explain the concept of a heuristic, cite its advantages, and show examples of how and why it might fail.

Lectures:
This series of lectures examines the ways in which humans process information. In particular, we will examine how we select information from the environment to process and how we pay attention to it. We will review people’s ability to remember things, and we will discover that our memory is subject to surprising distortions and weaknesses. We will learn how people acquire expertise and how they solve problems. We will also discover that people’s decisions can be subject to distortions and biases.
Essay Exam Questions:

✧ What is an illusion, why do they occur and what have they taught us about sensation and perception?

✧ How do we see? Imagine a chair in a dark room. Describe the sequence of events that starts when the light is switched on, and ends when we experience what and where the chair is. List and describe the parts of the eye involved in image formation.

✧ Some processes are common to all sensory modalities. Describe two of those processes and give examples of their impact on the processing of incoming information.

Lectures:

A large part of our behaviour is determined by the world we sense around us. We detect information from the environment and interpret that information in order to interact effectively with the world. The study of sensation and perception is the investigation of how we do this. It also includes a consideration of how other animals achieve the same ends. Humans live in the world they can detect and understand. Other animals have senses tuned to different ranges of stimulation and sometimes have different senses to humans. They live in a different world. Chapters 5 and 6 provide the background for this series of lectures.

Topics covered will include:-

- The task of sensation and perception
- Vision: the neural machinery
- Vision: using prior knowledge and learning
- Hearing
- Taste and Smell: the Chemical senses
- The Skin and Body senses
AFTER INTRODUCTORY PSYCHOLOGY:  
UNDERGRADUATE AND POSTGRADUATE  
DEGREES IN PSYCHOLOGY

We are optimistic that many students who take Psychology 1101 and 1102 will continue on to study our discipline, at more advanced levels, in future academic years. The information that follows outlines those future options.

Undergraduate Degrees:

Psychology can be studied in either the Faculty of Arts or the Faculty of Life and Physical Sciences, leading to a BA or a BSc.

In second year, you take four units in Psychology.

◇ You will learn about Psychological Methods and how they may be used to measure a variety of human behaviours, in Psychology 2203. You also gain extensive experience in computerized data analysis and statistical decision making.

◇ You learn more about the brain and perception (how people use their senses to extract information from the environment) in Psychology 2205.

◇ In Psychology 2206 you will learn about cognition (how people think and remember), and about the factors influencing social behaviour.

◇ You discover how humans develop from infants into socially mature adults, in Psychology 2207.

At the end of second year, you can choose to reduce your involvement in psychology to what’s called a “single” major, in which case you only take half of the third-year psychology units but will be unable to study psychology at fourth year level. If you continue with a “double” major in psychology, all your units in third year will be within psychology. The double major allows you to continue on to fourth year and beyond.

In third year, the following units are offered:

◇ Your knowledge of psychological methods is consolidated in a unit on research design and analysis.

◇ Your understanding of psychological functioning in a social world is deepened.

◇ The ways in which people come to understand and participate in the world around them and how this changes throughout the lifespan are explored.

◇ A broad foundation in abnormal psychology is offered. You are introduced to a wide range of disorders such as anxiety, depression, schizophrenia, developmental disorders, and drug abuse.

◇ Cognitive Psychology, including memory and learning, thinking, reasoning, decision making and language production, is further explored.

◇ Basic principles of perceptual systems, particularly vision, and the structure and function of the nervous system are outlined along with consequence of brain damage on behaviour.

◇ You choose two small seminars from a large variety of offerings that explore leading-edge issues in specific areas of research activity. The range of topics that have been taken by students range from the biological basis of brain activity through to contemporary issues in the Australian workplace.
Some students choose to graduate with a “pass” degree after three years; however, a three-year degree will not entitle the graduate to be employed or registered as a psychologist. To become a psychologist, you must continue into fourth year and obtain an Honours degree or a Bachelor of Psychology (BPsych).

Fourth Year: After completing a BA or BSc with a double major in Psychology, students can continue on to a fourth year of study by enrolling in Honours, offered within the Faculty of Arts or the Faculty of Life and Physical Sciences, or in the Bachelor of Psychology (BPsych) degree, which is offered in the Faculty of Life and Physical Sciences. Entry into both programs is dependent upon performance in earlier years. The Honours program focuses on the fundamental scientific aspects of the discipline and includes a substantial individual research project done under supervision. The BPsych program focuses on applied psychological research and includes a small-group research project done under supervision in an applied setting.

Post-Graduate Degrees:

Admission to post-graduate degrees in psychology is very competitive and usually requires a second-class honours degree or better.

✧ Masters: The School of Psychology offers several Masters level programmes for people intending to practice as specialised psychologists. We currently offer Master of Psychology degrees in Clinical, and Organisational. We also offer a Master of Applied Developmental Psychology, which can be taken in combination with a Dip. Ed. in school psychology. Masters degrees take two full-time years to complete.

✧ Masters/PhD: Any of the Masters specialisations can be taken in combination with a PhD. This means that graduates from the MPsych/PhD programme receive two degrees and have substantial research experience and knowledge in addition to their specialist professional qualification. The combined MPsych/PhD programme takes four years to complete.

✧ DPsych: The School also offers a Doctorate of Psychology in the combined fields of clinical and clinical neuropsychology. Graduates of this 3-year programme will be eligible to work professionally in both specialties.

✧ PhD: Most students who undertake a postgraduate research degree will take a PhD. A PhD is an all-research degree that has a minimum enrolment of 3 years. Occasionally, postgraduate research students will complete a Masters (MSc) after a minimum enrolments of 18 months. Research degrees can be taken in any area of psychology.

Information in this publication is correct as on 19th February 2007, but is subject to change from time to time. In particular, the University reserves the right to change the content and/or the method of presentation and/or the method of assessment of any unit of study, to withdraw any unit of study or program, and/or to vary arrangements for any program.