

# Psychology

## Psychology subjects

### 512-120 Introductory Experimental Psychology 1

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Dr Chris Davis

**Prerequisites:** No prerequisites

**Contact:** 36 lectures (three a week); 22 hours of practical classes and tutorials (*Semester 1*).

**Description:** This subject comprises four units.

Behavioural neuroscience addresses issues relating to how biology underlies and influences behaviour. Specific areas include basic brain and nervous system structure and function; behaviour genetics; how vision, hearing, touch and pain are processed; the roles of sleep and dreams; and biological theories of mental illness.

Learning and cognition provides an introduction to the experimental study of higher cognitive processes, such as attention, recognition, memory, learning, language, and reasoning. Key theoretical advances and research in a range of cognitive domains will be surveyed, and students will also be provided with a general framework for their integration. Aspects of cognitive development and cognitive impairment will also be considered.

Perception provides an introduction to sensation and perception, with an emphasis on the visual system as a model perceptual system. Specific topics include examination of the functional properties of sensory systems (e.g. auditory system, colour vision, touch and kinaesthesia); phenomenology of sensation and perception; psychophysical limits of perceptual systems; goals of sensory coding; structure and evolution of sensory systems; and computational models of visual perception.

Introduction to research design and descriptive statistics is taught in the laboratory program, and covers methods for collecting and describing data. Specific issues include the design of experiments to test propositions about human behaviour; tools for describing how data are distributed; an introduction to the concept of probability; and techniques for sampling data from populations.

**Assessment:** An examination of not more than 2 hours comprising 105 multiple choice questions and covering all four components of the subject (75%).

Laboratory report or essay of not more than 2000 words (25%).

Participation in 3 hours of experimental work and attendance at 80% or more of laboratory classes (hurdle requirement). In the event that the hurdle requirement is not met, additional work will be required before a passing mark can be awarded.

### 512-121 Social, Develop. & Clinical Psychology 1

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Dr Susan Paxton

**Prerequisites:** No prerequisites

**Contact:** 36 lectures (three a week); 22 hours of practical classes and tutorials (*Semester 2*).

**Description:** This subject comprises five units.

Human development introduces issues concerning the nature of development across the lifespan: understanding development in terms of change and constancies; the forces which influence development; some major concepts and theories used in describing and explaining cognitive and social-emotional development.

Individual differences provides an introduction to the study of personality and intelligence. The four main approaches to personality are examined: psychoanalytic; type/trait; social-cognitive; humanistic. Issues in the measurement of personality are considered and issues associated with the conceptualisation, measurement and empirical investigation of intelligence are discussed.

Social psychology is an introduction to social psychology, with the following objectives: understanding of what the field of social psychology entails; understanding of what social psychologists do; broad coverage of representative samples of topics in social psychology; and understanding of the procedures, methods, and language of social psychology.

Introduction to clinical psychology aims to raise issues regarding the nature of abnormal behaviour and its social context in Victoria, including the impact of the Burdiken Report. It aims to explore different ways of conceptualising abnormal behaviour, understanding its aetiology and treatment options. In particular, the psychological problems of schizophrenia, depression, anxiety, eating disorders and substance abuse will be examined.

Introduction to inferential statistics is taught in the laboratory program, and covers methods for drawing conclusions about populations from samples of data. Specific topics include confidence intervals; hypothesis generation and testing; student's t-tests; and an investigation of correlation and causation.

**Assessment:** An examination of not more than 2 hours comprising 105 multiple choice questions and covering all five components of the subject (75%).

Laboratory report or essay of not more than 2000 words (25%).

Participation in 3 hours of experimental work and attendance at 80% or more of laboratory classes (hurdle requirement). In the event that the hurdle requirement is not met, additional work will be required before a passing mark can be awarded.

### 512-220 Quantitative Methods for Psychology 2

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Dr Garry Robins

**Prerequisites:** 512-120 and 512-121 (or equivalent)

**Contact:** On average 3 hours per week (*Semester 1*).

**Description:** This subject comprises two units.

An introduction to design and analysis for psychological research covers basic experimental and survey design for psychological research and associated methods for data analysis. The unit is intended to develop students' capabilities in a range of exploratory and hypothesis-testing data analytic techniques, including skills in creating and interpreting graphical displays, and an understanding of a range of descriptive and inferential statistics. The unit introduces methods of statistical inference, interval estimation and hypothesis testing. Emphasis is given to the interpretation of data analysis. The practical classes introduce students to computer-based data analysis using the statistical package SPSS.

Quantitative approaches to psychology provides an introduction to the problem of psychological measurement, the ways in which quantification of psychological phenomena has been approached, and the role of quantitative methods in psychology. It aims to provide a critical perspective on quantitative approaches to psychology as well as an introduction to major theoretical and practical issues in psychological measurement and survey design. Topics may include: the history of psychological measurement; an introduction to psychophysics and scaling; critiques of psychological measurement; an introduction to psychological tests; reliability and validity of measurement; contemporary approaches to psychological measurement; and the development, implementation, validation, and analysis of surveys.

**Assessment:** An examination of no more than 3 hours in duration.

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

*(Please note that this subject is a co- or prerequisite for all second and third level subjects in psychology, and its satisfactory completion in second year is essential if students wish to complete the psychology major within the minimum time.)*

### 512-221 Developmental Psychology 2

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** To be advised

**Prerequisites:** 512-120 and 512-121 (or equivalent)

**Pre or Corequisites:** 512-220 (or equivalent)

**Contact:** On average 3 hours a week (*Semester 1*).

**Description:** This subject will examine social, affective and cognitive development in infancy, childhood, adolescence and adulthood. It will be divided into two interrelated themes: one focussing primarily on the development of individual cognitive, language, problem-solving and reasoning competencies and the other focusing on the development of social and affective functioning. Contemporary theories as well as recent and historical accounts of development will be reviewed. The unifying focus of the subject will be an analysis of methods for describing stability and change in developmental processes.

**Assessment:** A combination of laboratory reports and examinations, with the laboratory reports being weighted at least 40% of the total assessment.

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

### 512-222 Behavioural Neuroscience 2

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Dr Mike Nicholls

**Prerequisites:** 512-120 and 512-121 (or equivalent)

**Pre or Corequisites:** 512-220 (or equivalent)

**Contact:** On average 3 hours a week (*Semester 1*).

**Description:** This subject introduces students to the study of the relationship between brain mechanisms and behaviour. Its major aim is to develop an appreciation of the neurobiological basis of psychological function and dysfunction. Two approaches to the study of the relation between the brain and behaviour will be covered. The first approach will emphasise a bottom-up approach and will include topics such as brain development, neurones and

neural circuits, neurotransmission and neurotransmitter substances and the structural-functional properties of selected brain regions. Neurobiological principles will be illustrated with examples of abnormal neuronal function in conditions such as Alzheimer's disease, epilepsy and memory and speech disorders. The second approach will emphasise a top-down approach that links psychological functions to their biological substrate. Particular emphasis will be placed upon the techniques of neuroscientific research and what these techniques can reveal about psychological function. These techniques will be presented within an historical context, beginning with ventricular models (e.g. Descartes) and finishing with functional magnetic resonance imaging. Specific areas of research, such as brain lateralisation, individual differences in brain structure and clinical brain disorders will be used to gain a more detailed insight into neuropsychological research and its findings.

**Assessment:** Two laboratory reports, each of no more than 1500 words (40%), and a 2-hour examination (60%).

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

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### 512-223 Personality and Social Psychology 2

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Dr David Rawlings

**Prerequisites:** 512-120 and 512-121 (or equivalent)

**Pre or Corequisites:** 512-220 (or equivalent)

**Contact:** On average 3 hours a week (*Semester 2*).

**Description:** This subject comprises two units.

Personality provides an introduction to theory and research in personality, with particular reference to structural approaches, assessment of personality, and biological basis of personality.

Social psychology extends the basic understanding gained in the introductory subject to more specific areas in social psychology, and covers an intermediate level of theoretical and empirical work in individual, interpersonal, and group processes. Topics may include attitudes and social cognition, self and identity, and group dynamics.

**Assessment:** Laboratory reports of no more than 2000 words (40%) and an examination of no more than 2 hours (60%).

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

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### 512-224 Cognitive Psychology 2

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Dr Anne Castles

**Prerequisites:** 512-120 and 512-121 (or equivalent)

**Pre or Corequisites:** 512-220 (or equivalent)

**Contact:** On average 3 hours a week (*Semester 2*).

**Description:** The objective of this subject is to introduce students to cognitive psychology, which involves the study of higher mental processes such as attention, memory, language and thinking. The subject comprises two units.

Attention and memory provides an introduction to the experimental study of attention and memory. It aims to give an understanding of the nature and function of selective attention and its role in human cognition, and to investigate the structure, function and organisation of the human memory system. The approach taken is an information processing one, in which an analysis is made of human performance on simple cognitive tasks. This method is used to gain insight into the processes that underlie everyday cognitive activity and to evaluate competing theoretical accounts of what attention and memory are and how they function.

Language and cognition introduces students to the experimental study of language and cognition. The aim of the language lectures is to give students an understanding of the nature and function of language by exploring such issues as language acquisition, the biology of language and speech, language disorders and issues in reading and writing. The cognition lectures will provide students with an introduction to issues in human cognition such as problem solving and representation, decision-making and the relationship between language and thought.

**Assessment:** Laboratory reports of no more than 3000 words (40%) and an examination of no more than 2 hours (60%).

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

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### 512-320 Research Methods 3

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Philip Smith

**Prerequisites:** 512-220 (or equivalent)

**Contact:** On average 3 hours a week (*Semester 1*).

**Description:** This subject extends the discussion of quantitative aspects of psychology in two major respects: first, by presenting a detailed account of the theory and practice of psychological testing; and, second, by elaborating more complex research designs and methods for their analysis. The subject comprises two units.

Psychological measurement covers the theory and practice of psychological testing. It aims to provide basic knowledge of testing in a variety of contexts of psychological assessment, for example, in clinical, educational, neuropsychological and organisational settings. Aspects of testing include test administration; use of norms; the interpretation of test scores; evaluating test reliability and validity; test evaluation; the construction of tests; and theories of test scores.

Design and analysis aims to allow students to acquire design and analysis skills that are required to undertake psychological research studies of realistic complexity. Topics include multifactorial design strategies; general (mixed model) analysis of variance; planned and post hoc comparisons; the analysis of trend; follow-up strategies in the analysis of designed experiments, including interaction comparisons and the analysis of simple effects; statistical power and effect size; quasi-experimental designs; the analysis of covariance; and an introduction to multiple regression.

**Assessment:** Two 90-minute examinations (one for each unit).

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

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### 512-322 Industrial/Organisational Psychology 3

**Note:** Students enrolled in this subject are not permitted to also enrol in 512-323 Professional Applications in Psychology 3.

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Dr Janice Langan-Fox

**Prerequisites:** 512-220 (or equivalent)

**Contact:** On average 3 hours a week (*Semester 2*).

**Description:** This subject will provide students with a foundation in the theories, principles, methods and techniques in industrial/organisational psychology. The theme of the subject is human performance in the workplace. Topics include motivation, selection, performance evaluation, human-computer interaction, job satisfaction, training, human abilities and skill acquisition, learning and instruction, and behaviour modification. Laboratory exercises develop and extend these areas through practical exercises such as psychological testing, and through simulations. A laboratory workbook has been designed to accompany the laboratory exercises. Laboratory work will also include a multimedia program in performance evaluation. Students will study a program of performance evaluation drawn from industry, and complete various design exercises, data analysis, peer review of reports, and receive feedback on this work.

**Assessment:** An examination of no more than 2 hours (50%) and written work of no more than 3000 words (50%).

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### 512-323 Prof. Applications of Psychology 3

**Note:** Students enrolled in this subject are not permitted to also enrol in 512-322 Industrial/Organisational Psychology 3.

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Dr Susan Paxton

**Prerequisites:** 512-220 (or equivalent)

**Contact:** On average 3 hours a week (*Semester 2*).

**Description:** This subject comprises three units: psychopathology (not offered in 2001), human neuropsychology and health psychology. At least two units will be offered in any year. Students are required to complete all units offered.

The objectives of the psychopathology unit are to provide students with a knowledge of the common abnormal psychological disorders in adults, with an emphasis on the signs and symptoms of those disorders, their putative aetiologies, courses, and prognoses. In addition they are to teach students to adopt a critical perspective in evaluating research pertinent to aetiological and nosological issues. The content will include an investigation of various models of psychopathology and their personal/social implications with emphasis on a phenomenological framework. The material will provide a broad basis for understanding diagnosis, classification, and major categories of mental disorder. Lectures will highlight current issues, research, and areas of special interest.

The objectives of the human neuropsychology unit are to provide students with a knowledge of the common neuropsychological disorders in adults, including causes, assessment, and the care and treatment of people affected by these disorders; and to introduce students to basic conceptual and methodological issues in neuropsychological assessment. These issues encompass different approaches and techniques in assessment, diagnostic decision mak-

ing, and neuropsychological assessment as a scientific endeavour. The content includes the theory and practice of human neuropsychology including: clinical and psychometric approaches to neuropsychological assessment; common neuropsychological syndromes including the dementias, traumatic brain injury, alcohol-related brain damage, AIDS, and neuropsychological rehabilitation.

The objective of the health psychology unit is to provide an introduction to the area of health psychology including determinants of health promoting and risk behaviours, issues in health promotion, and psychological issues related to coping with physical illness, pain and grief. There will be particular consideration of models predicting determinants of health behaviours; specific factors involved in understanding safe sex, sun-protection, smoking and exercise behaviours; research examining the relationship between stress and illness; and the nature of pain. Finally the unit will consider issues related to eating behaviour, in particular obesity and disordered eating.

**Assessment:** An examination of no more than 2 hours (50%) and written work of no more than 3000 words (50%).

### 512-330 Human Psychophysiology 3

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Prof John Trinder

**Prerequisites:** 512-222 (or equivalent)

**Contact:** On average 3 hours a week (*Semester 2*).

**Description:** This subject comprises four units. Only two units will be offered in any one year.

Cognitive neuroscience of attention and consciousness examines the cognitive and neural mechanisms underlying attention and consciousness in humans. Particular emphasis is placed on the use of convergent methodologies, including brain imaging (EEG, fMRI, PET), neuropsychological patient studies, psychophysical techniques, and single-neuron recordings. Topics include the cognitive and neural correlates of selective attention; mechanisms of binding information across sensory modalities; perception and action; disorders of attention, object recognition and consciousness (spatial neglect, agnosia, blindsight); implicit and unconscious information processing; neural correlates of conscious experience; neural representations of the self and external space; and cognitive neuroscience models of attention and consciousness.

The physiology and psychology of sleep unit provides students with a basic understanding of the nature of sleep. Topics include basic sleep phenomenology; the neurophysiology and neuropharmacology of sleep; regulatory controls exerted by sleep; sleep disorders; theories as to the functional significance of sleep and the nature of dreams.

The physiological bases of emotion (not offered in 2001) covers a variety of topics relevant to the biological bases of emotions including theoretical approaches to the relationship of physiological and emotional phenomena; neuroanatomy, neurophysiology and neurochemistry of emotional networks in the human brain; somatovisceral substrates of emotion; and facial expression of emotion.

Functional imaging of the human brain (not offered in 2001) covers issues relating to the measurement of brain function and its relationship to cognitive processes. While the majority of the unit will deal with EEG, other imaging technologies such as functional MRI, PET and SPECT will also be covered.

**Assessment:** Laboratory reports of no more than 2000 words (40%) and an examination of no more than 2 hours (60%).

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded).

### 512-335 Advanced Cognition 3

**Availability:** Not available to students who have completed 512-340 Vision and Action 3 and/or 512-390 Cognitive Science 3 (or equivalent).

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Virginia Holmes

**Prerequisites:** 512-224 (or equivalent)

**Contact:** On average 3 hours a week (*Semester 1*).

**Description:** The aim of this subject is to introduce students to a range of topics within the interdisciplinary field of cognitive science. This subject comprises three units. Only two units will be offered in any one year.

Cognitive science (not offered in 2001) is an interdisciplinary field whose goal is to produce a more complete understanding of the nature of the mind. The aim of this unit is to provide an introduction to some basic issues in cognitive science. The unit will consider different explanations of mind and consider what aspects a theory of mind would need to consider. Current issues will be introduced, covering debates such as that between classical versus connectionist, and functionalist versus embodied accounts.

Adult language processing will cover a range of issues in the psychology of language. Topics will include lexical access, syntactic processing, sentence

comprehension, discourse strategies, production of utterances. The focus will be on normal processing, but some reference to different types of language breakdown and individual differences in language ability will also be made.

Visual perception will critically examine the half-dozen or so major theoretical approaches to the problem of explaining vision. A particular emphasis will be given to the theoretical approach of David Marr and his co-workers.

**Assessment:** Laboratory reports of no more than 3000 words (50%) and an examination of no more than 2 hours (50%).

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded).

### 512-345 Environmental Psychology 3

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Bernd Rohrmann

**Prerequisites:** 512-220 (or equivalent)

**Contact:** On average 3 hours a week (*Semester 2*).

**Description:** This subject is designed to introduce theoretical concepts, relevant substantive issues and empirical research methods of environmental psychology, a discipline dealing with the interrelationships between human behaviour and the physical and natural environment. Topics include theoretical perspectives on human/environment interactions; environmental cognition; socio-spatial behaviour, personal space, territoriality and crowding; environmental stressors; residential/urban environments; environmental issues at the workplace; environmental hazards and risk perception; psychological aspects of designing environments; environmental attitudes; environment-protecting behaviour; research methods for environmental psychology; applications to real-world problems. Lectures will be supplemented by group discussions, video presentations, experimental activities, excursions into the campus environment, and guest lecturers dealing with environmental problems.

**Assessment:** Three reports for excursions, each of no more than 700 words (30%), and an examination of no more than 2 hours (70%).

Attendance at the field excursions is a hurdle requirement (in case of failure, replication is possible).

For the final examination, students may bring their personal lecture notes but no other material, nor electronic organisers.

### 512-350 Brain, Cognition and Behaviour 3

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Dr Mike Nicholls

**Prerequisites:** 512-222 or 512-224 (or equivalent)

**Contact:** On average 3 hours a week (*Semester 1*).

**Description:** This subject comprises three units. Only two units will be offered in any one year.

Cognitive neuropsychology: cognitive neuropsychologists attempt to understand normal cognitive processes by examining the different ways that these processes can be impaired following brain injury. This unit will examine how the cognitive neuropsychological approach has been used to develop and modify models of cognitive processing in a range of domains, including attention, object recognition, face recognition, reading, writing and memory. Case study data will be drawn from extensively and students will observe videos of subjects with particular patterns of neuropsychological impairment.

Laterality, brain and behaviour will introduce some of the issues associated with human laterality research. Laterality will be discussed in relation to asymmetries in lateral preference (handedness) and functional asymmetries between the cerebral hemispheres. The aim of the unit is to familiarise students with neuropsychological research and to provide an insight into the functional properties of the two cerebral hemispheres and how these relate to behaviour. A number of different topics will be covered including the evolution of laterality in humans; laterality in other species; measuring lateral preference; the causes and development of handedness; handedness and its relation to other psychological functions; methods of research into cerebral laterality; clinical research; cerebral asymmetries for language and spatial processing; alternative descriptions of cerebral laterality; and attention and laterality.

Human amnesia: neuroimaging and clinical perspectives (not offered in 2001): The human memory system has been studied at a number of levels, including gross anatomy, cellular physiology, neuropathology, and neuropsychology. This unit aims to integrate information at these various levels by examining, among other things, the contributions of structural and functional neuroimaging, connectionist modelling, and clinical case studies. The unit aims to provide students with an in-depth appreciation of the human memory system, and a framework for evaluating the contribution of recent neuroscientific advances to our knowledge of human memory disorders.

**Assessment:** A combination of laboratory reports and examinations, with the laboratory reports being weighted at least 40% of the total assessment.

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

### 512-360 Personality and Social Psychology 3

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Yoshi Kashima

**Prerequisites:** 512-223 (or equivalent)

**Contact:** On average 3 hours a week (*Semester 2*).

**Description:** This subject comprises two units.

Personality provides a discussion of major contemporary issues in the study of personality, and selected areas of contemporary research which may include: the relation of personality to creativity and aesthetic preference; personality/intelligence relationships; the cognitive performance correlates of personality; the interface between personality and abnormal psychology.

Social psychology extends the understandings gained in the first two levels of the undergraduate program to consider more advanced theoretical and empirical work in the areas of individual, interpersonal and group processes. Topics may include advanced research in attitudes and social cognition, interpersonal, small group and socio-cultural processes.

**Assessment:** Laboratory reports of no more than 2000 words (40%) and an examination of no more than 2 hours (60%).

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

### 512-370 Cognitive and Neurological Development 3

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Robert Reeve

**Prerequisites:** 512-224 or 512-221 (or equivalent)

**Contact:** On average three hours a week (*Semester 1*).

**Description:** This subject examines contemporary perspectives on the cognitive (including linguistic) and neurological bases of development. The focus will be on parallels between theories of cognitive development and neurological models of developmental functioning primarily in the preadolescent period. Current views on prenatal and postnatal development of the central nervous system will be examined. The impact of neurological insult on the development of children's reasoning will also be discussed. Issues to be covered include domain specific vs domain neutral accounts of cognitive and intellectual development; the role of induction and categorisation in the development of reasoning; autism and children's theory of mind; and the development of general memory, attention, planning and analogical reasoning skills. Domains to be covered include the development of language, number and biological understanding. The unifying focus of the subject will be on characterising stability, change and variability in different developmental processes.

**Assessment:** Written work of no more than 3000 words.

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

### 512-380 Personal and Social Development 3

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Jeanette Lawrence

**Prerequisites:** 512-221 (or equivalent)

**Contact:** On average 3 hours a week (*Semester 1*).

**Description:** This subject will examine personal and social development in its social and cultural contexts (e.g. family, school, work, and community). A range of theoretical perspectives on personal and social development will be considered including sociogenetic, dialectical, transactional and psychosocial models. Analysis will be made of methodological problems involved in the study of development. Attention will be focused on issues of change and stability within persons, variability between persons, interpersonal relationships, and person-culture exchanges. Topics will include developmental tasks; relationships with parents, children and peers; development of self and identity; transition points, and rites of passage; processes leading to emotional and behavioural adjustment and maladjustment; development in specific cultural contexts (e.g. Indigenous, migrant, Anglo-Australian).

**Assessment:** A combination of laboratory reports and examinations, with the laboratory reports being weighted at least 40% of the total assessment.

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

### 512-410 Special Topics in Psychology A

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Robert Reeve

**Contact:** On average 3 hours a week (*Semester 2*).

**Description:** Students must select two of three units.

Special topics in developmental psychology: Seminars will be organised around three themes, namely: (1) adaptability and change; (2) the effects of relationships (e.g. partners, peers, parents) and social contexts (culture and its institutions) on development; and (3) patterns of reasoning competencies within and between domains. Themes will be explored by examining variability in development across the life-span. Issues such as temperament, the development of social and antisocial behaviour, the origins and development of cognitive abilities, and intergenerational family functioning, will be explored.

Special topics in biological psychology (not offered in 2001): The seminar/lectures will be arranged around a number of current topics within biological psychology. These may include endocrinological effects on gender-related behaviour and cerebral lateralisation; information processing approaches to cerebral asymmetry; electrophysiological approaches to the study of sleep; the role of 'K' complexes in brain activity; and perceptual asymmetries and their relation to functional cerebral asymmetries.

Theories in psychology: The unit will examine a number of important theoretical issues in psychology. Rather than simply treat these issues in the abstract, a number of specific contemporary examples will also be studied. These will be selected from a variety of content areas of psychology, and may include examples from such areas as memory, reasoning, clinical psychology, cognitive neuropsychology, social and developmental psychology. In looking at such examples general questions such as the 'scientific' status of psychology, and its integrity as an autonomous discipline will be considered. The unit will focus on practical issues of evaluating example theories with a view to developing skills which might be applied to new instances. Students will be expected to work in groups in discussing and reporting the outcomes of these discussions.

**Assessment:** Two 1500 word essays/laboratory reports or a 1.5-hour examination.

### 512-413 Current Topics in Social Psychology

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Yoshi Kashima

**Contact:** On average 3 hours a week (*Semester 2*).

**Description:** This subject is designed to cover recent theoretical and empirical developments in social psychology, to provide students with an opportunity to examine up-to-date research critically, and to develop new research ideas. Topics may include social cognition, attitudes, self and identity, personality and individual differences, interpersonal and group processes, social networks, and also applications of social psychology in areas such as organisational, environmental, and sports psychology.

**Assessment:** A research proposal of no more than 3000 words.

Hurdle requirements: attendance at 80% or more of classes; and class presentation of 20 minutes with a 10-minute question and answer session. (In case of failure to meet the hurdle requirements, additional work will be required before a passing grade can be awarded.)

### 512-414 Current Topics in Cognitive Psychology

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Virginia Holmes

**Contact:** On average 3 hours a week (*Semester 2*).

**Description:** In this subject key theoretical issues of contemporary interest in cognitive psychology will be addressed. Relevant theoretical and empirical articles will be discussed and evaluated. Examples of topics to be covered are perception, the role of explicit and implicit processes in memory, current models of word recognition, individual differences in reading and spelling ability, mechanisms underlying disordered cognitive processes.

**Assessment:** Written work of no more than 3000 words.

### 512-415 Current Topics in Behavioural Neuro.

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Prof John Trinder

**Contact:** On average 3 hours a week (*Semester 2*).

**Description:** The lectures will be arranged around a number of current topics within behavioural neuroscience. Examples of topics that may be covered include endocrinological effects on gender-related behaviour and cerebral lateralisation; information processing approaches to cerebral asymmetry; functional approaches to the study of sleep; the role of the amygdala and the frontal lobes in social cognition; and neuropsychological function in the intellectually gifted.

**Assessment:** Written work of no more than 3000 words.

### 512-420 Research Project

**Credit points:** 50

**HECS-band:** 1

**Coordinator:** To be advised

**Contact:** Regular meetings with supervisor (*Research*).

**Description:** Upon completion of the thesis, students will have had an opportunity to obtain experience in all aspects of conducting and reporting of independent empirical research. Students are encouraged to select topics that fit directly with the research interests of staff members.

**Assessment:** A thesis not exceeding 10 000 words.

### 512-421 Assessment and Professional Skills

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Jeanette Lawrence

**Contact:** On average 3 hours a week (*Semester 1*).

**Description:** This subject is taught in two units.

**Professional skills:** Students will be introduced to communication and counselling skills such as active listening, assertion, negotiation and conflict resolution. Students will also study the application of assessment and counselling skills to psychological problems plus different approaches to psychological assessment.

**Professional development and ethics:** Students will study professional development in psychology in relation to ethical principles and models that can be used to guide psychological research and practice. Codes of professional conduct and the role of psychologists as professional and ethical problem solvers will also be analysed.

**Assessment:** Professional skills: 1500 word essay (50%)

Professional development and ethics: 1500 word take-home assignment with a number of questions involving either short answers or short essays (50%).

### 512-422 Advanced Design and Data Analysis

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Pip Pattison

**Contact:** On average 3 hours a week (*Semester 1*).

**Description:** This subject presents an introduction to multivariate data analysis. It aims to provide an understanding of the rationale and application of a number of widely used multivariate procedures, and the use of the software package SPSS for performing them. It is concerned with the nature of multivariate statistical models, the occasions on which they can be used, the information that can be gained from them, and their limitations. The subject focuses on practical issues in designing and analysing social and psychological research studies and students are encouraged to work through design and analysis problems arising in their own research. Topics include multivariate analysis of variance and discriminant analysis; multiple regression; logistic regression; and principal components analysis and factor analysis.

**Assessment:** Written work of no more than 3000 words.

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

### 512-430 Human Psychophysiology 4

**Availability:** Not available to students who have completed 512-330 Human Psychophysiology 3 (or equivalent).

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Prof John Trinder

**Semester:** Semester 2

**Assessment:** Written work of no more than 3000 words.

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

Additional details as for 512-330 Human Psychophysiology 3 (*p.733*).

### 512-435 Advanced Cognition 4

**Availability:** Not available to students who have completed 512-335 Advanced Cognition 3, 512-340 Vision and Action 3 and/or 512-390 Cognitive Science 3 (or equivalent).

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Virginia Holmes

**Semester:** Semester 1

**Assessment:** Written work of no more than 3000 words.

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

Additional details as for 512-335 Advanced Cognition 3 (*p.733*).

### 512-450 Brain, Cognition and Behaviour 4

**Availability:** Not available to students who have completed 512-350 Brain, Cognition and Behaviour 3 (or equivalent).

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Dr Mike Nicholls

**Semester:** Semester 1

**Assessment:** Written work of no more than 3000 words.

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

Additional details as for 512-350 Brain, Cognition and Behaviour 3 (*p.733*).

### 512-460 Personality and Social Psychology 4

**Availability:** Not available to students who have completed 512-360 Personality and Social Psychology 3 (or equivalent).

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Yoshi Kashima

**Semester:** Semester 2

**Assessment:** Written work of no more than 3000 words.

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

Additional details as for 512-360 Personality and Social Psychology 3 (*p.734*).

### 512-470 Cognitive and Neurological Development 4

**Availability:** Not available to students who have completed 512-370 Cognitive and Neurological Development 3 (or equivalent).

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Robert Reeve

**Semester:** Semester 1

**Assessment:** Written work of no more than 3000 words.

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

Additional details as for 512-370 Cognitive and Neurological Development 3 (*p.734*).

### 512-480 Personal and Social Development 4

**Availability:** Not available to students who have completed 512-380 Personal and Social Development 3 (or equivalent).

**Credit points:** 12.5

**HECS-band:** 1

**Coordinator:** Assoc Prof Jeanette Lawrence

**Semester:** Semester 1

**Assessment:** Written work of no more than 3000 words.

Attendance at 80% or more of the laboratory classes is a hurdle requirement. (In case of failure to meet the hurdle requirement, additional work will be required before a passing grade can be awarded.)

Additional details as for 512-380 Personal and Social Development 3 (*p.734*).

