



**UNDERGRADUATE
PSYCHOLOGY STUDENT
HANDBOOK
2009**

The University of New England

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PURPOSE OF THIS BOOK

This handbook provides information about the academic policies of the discipline (subject) area of psychology. It also provides information about units and programs offered in psychology, academic prizes, career paths for psychology graduates, and how to become a student representative. *Please note:* Where policy information in this handbook contradicts that in your unit materials, please adhere to the information in your unit materials.

PROGRAMS IN PSYCHOLOGY

The Discipline of Psychology offers programs of study that are fully accredited by the Australian Psychological Society, and are recognised by all State Registration Boards. A complete list of our undergraduate units can be found on pages 10-11.

It is possible to study psychology through a range of degrees at UNE, including; Arts, Arts/Law, Social Science, Science, Computer Science, and Education. Indeed, the topics covered in psychology units are likely to be of interest to students from all disciplines. There are also two degrees specific to undergraduate psychology; Bachelor of Psychological Science (BPSYSC), and Bachelor of Psychology with Honours (HBPSYC).

Many students, particularly those who wish to become registered psychologists or pursue a postgraduate degree, choose to complete a fourth year of study in psychology, either as part of the HBPSYC or as an additional degree. However, not all students are eligible to pursue fourth-year studies, so please pay close attention to the eligibility requirements outlined on pages 11-13.

The Discipline of Psychology also offers two types of postgraduate training in psychology. Research-based postgraduate degrees are available at Masters (e.g., MA(Hons)) and Doctor of Philosophy (Ph.D.) levels. Professional degrees in Clinical Psychology are also available. More information about these degrees can be obtained by visiting the following website.

<http://www.une.edu.au/bcss/psychology/index.php>

UNIT REQUIREMENTS

Each unit in psychology has specific requirements that *must* be completed if students are to pass the unit. These requirements, which vary across units, are listed at the beginning of the handbooks created for each unit. Failure to complete all of the unit requirements will result in a grade of NI, which signifies “Failed-Incomplete”.

RESIDENTIAL SCHOOLS

All external units offered by the Discipline of Psychology, with the exception of our first year units, have mandatory residential schools. Failure to attend

these schools for any reason will result in a grade of NI. If you discover at the last moment that you cannot attend a residential school, we advise you to withdraw from the unit. In special cases a backdated withdrawal may be obtained to prevent you from incurring HECS liability and academic penalty.

Students often inquire why the Discipline of Psychology requires mandatory attendance at residential schools in its post-100 level units. There are several reasons for this policy:

- Members of the Discipline of Psychology do not believe that distance education via print material (book form or internet) is sufficient to convey a full understanding of psychological research and practice.
- Many topics in psychology require laboratory research and specialised equipment. These labs and equipment are often only available on campus.
- If residential schools were optional, many students who want to attend would find it more difficult to arrange leave time with their employers.
- Feedback from our students consistently verifies that students find the residential school to be a valuable learning experience.

ASSIGNMENTS

Format

All assignments have to be submitted electronically via UNE's e-submission site. For information on this, including acceptable file formats and fonts, go to <http://www.une.edu.au/tlc/students/services/e-submission.php>. Preferred fonts are 12-point Times New Roman or Courier. Assignments should be double-spaced and margins should be at least 2.54 cm (1") wide at the top, bottom, left and right to ensure the marker has sufficient space to provide comments.

For essays and practical reports the presentational format of the American Psychological Association (APA) must be followed. An introduction to APA style can be found in O'Shea (2002), Burton (2006), or in other similar guides; e.g., <http://www.psychwww.com/resource/apacrib.htm>. For those who are interested, a complete style guide can be found in the *Publication Manual of the American Psychological Society (5th ed.)*, which is available in the reference section of the Dixon library (808.02/A512p/2001) or for purchase from the UNE Bookshop. But for undergraduate psychology it is not necessary that you consult this manual, as the other sources mentioned will be sufficient.

Assignments must be submitted with a title page. This page should contain the unit title (e.g. PSYC 204), the assignment title, student name and number, the due date, and the date submitted. At the bottom left corner of the title page there should also be the *actual* number of words in the assignment (see

the next section for information about word counts). All pages of a submitted assignment should be numbered commencing with page 1 on the title page.

When submitting an assignment electronically there are a series of steps, including a check by the *Turnitin* software and a plagiarism declaration. This is explained at the e-submission web-site

<http://www.une.edu.au/tlc/students/services/e-submission.php>

Word Limits

Where a word limit is specified for a written assignment, it applies to the material from the first word of the abstract (if one is required) to the last word before the reference list. It does not include the title page, reference list or any appendices. In practical reports, data and tables mentioned in the Results section are included in the word count. Word counts can be easily calculated by selecting the text and using the *word count* function in your word processing program.

Assessment Preview

Previews of assessment tasks by a coordinator or supervisor are only permitted for the fourth year research report and when reading courses (including PSYC399) have only one assessment task.

Due Dates

The due date for an assignment is the e-submission date. Submission must occur prior to midnight of this due date for the assignment to be considered on time.

Extensions

If you experience problems that prevent you from submitting your work on time, contact the unit coordinator *prior to the submission time* to request an extension. Extensions are at the discretion of the coordinator who will require supporting evidence such as a note from your doctor, employer, etc. Unit coordinators may grant up to 30 days extension, providing it does not extend into the exam period (UNE assessment policy; 17.2). Thereafter, students will have to apply for a Special Extension of Time through the Student Centre. Extensions will not be granted for requests made after the submission date.

Grounds for Extensions

The only ground for extension beyond a due date is the occurrence of a wholly unforeseen event; e.g., a serious accident or a sudden and significant illness (personal, or affecting an immediate family member), such that the student's time is unexpectedly and significantly diverted to deal with the crisis. Any such occurrence used as a ground for extension must be supported by independent documentation, such as a medical certificate. Other grounds include unforeseen work commitments.

If a student knows in advance that other features of everyday life will be demanding, enrolment part-time is strongly advisable. Such foreseeable difficulties will not be considered as grounds for extension.

Assignments submitted later without an extension of time having been granted

Assignments received after the due date without a notification of an extension of time having been approved will be penalised. Late assignments will attract a penalty of up to 2% deducted per day (maximum 10% per week), with a maximum of 3 weeks (30%). Thereafter a late assignment will be recorded as having been received for the purposes of completion, but attract a zero mark. Late penalties will be administered according to the discretion of the unit coordinator.

Students should be aware that late assignments are also likely to be returned with a significantly reduced level of feedback. If an extension is obtained for a final assignment, it may be unlikely that the work will be returned before the examination.

Casual Markers

The Discipline of Psychology maintains a register of casual markers who are qualified to assess assignments submitted by undergraduate and fourth-year students. When casual markers are employed, the coordinator will discuss the requirements of the assignment with the markers, and ensure appropriate standards are maintained throughout. The coordinator will also examine the marks given by casual staff before the assignments are returned.

Marks and Grades

The Discipline employs the official UNE Grading System. In this system the following descriptive guidelines apply.

High Distinction. Mark between 85 and 100. Excellent performance indicating complete and comprehensive understanding and/or application of the subject matter; achieves all basic and higher-order intended goals for the assessment tasks; minimal or no errors of fact, omission and/or application present; clear and unambiguous evidence of possession of a very high level of required skills; demonstrated very high level of interpretive and/or analytical ability and intellectual initiative; very high level of competence.

Distinction. Mark between 75 and 84. Very good performance indicating reasonably complete and comprehensive understanding and/or application of the subject matter; achieves all basic and most higher-order intended goals for the assessment tasks; some minor flaws; clear and unambiguous evidence of possession of a high level of required skills; demonstrated high level of interpretive and/or analytical ability and intellectual initiative; high level of competence.

Credit. Mark between 65 and 74. Good performance indicating reasonable and well-rounded understanding and/or application of the subject matter; achieves all basic but only a few higher-order intended goals for the assessment tasks; a few more serious flaws or several minor ones; clear and unambiguous evidence of possession of a reasonable level of most required skills; demonstrated reasonable level of interpretive and/or analytical ability and intellectual initiative; reasonable level of competence.

Pass. Mark between 50 and 64. Satisfactory performance indicating adequate but incomplete or less well-rounded understanding and/or application of the subject matter; achieves many basic but very few or none of the higher-order intended goals for the assessment tasks; several more serious flaws or many minor ones; clear and unambiguous evidence of possession of an adequate level of an acceptable number of required skills; demonstrated adequate level of interpretive and/or analytical ability and intellectual initiative; adequate level of competence.

Fail. Mark below 50. Unsatisfactory performance indicating inadequate and insufficient understanding and/or application of the subject matter; achieves few or none of the basic and higher-order intended goals for the assessment tasks; numerous substantive errors of fact, omission and/or application present; clear and unambiguous evidence of non-possession of most or all required skills; insufficiently demonstrated of interpretive and/or analytical ability and intellectual initiative; inadequate level of competence.

Return of Assignments and Appeals

The Discipline of Psychology adheres to the official UNE policies regarding the return of assignments and appeals.

- Every effort will be made to return assignments within four weeks of the due date.
- External students will receive their assignments by mail, whereas internal students will receive them in lecture or tutorial sessions.
- Students may request that an assessment task be re-marked, in its original form, where the student presents a strong case arguing that the original marking was unfair or inconsistent with marking guidelines. The process to be used in requesting such re-marking is set out by the University and can be found at

<http://www.une.edu.au/policies/pdf/studentappealspolicy.pdf>

OTHER GENERAL POLICIES

Racial and Sexual Discrimination

The Discipline of Psychology affirms the value of social and cultural diversity that is reflected in the University community. Race and sex-based discrimination/harassment of staff and/or students by any member of the University community is unacceptable and will not be tolerated. If staff or students become aware that such discrimination is occurring, they should contact the Head of School immediately.

Non-Discriminatory Language

Discriminatory language is both a symptom of, and a contributor to, unequal social status based on gender, disabilities and various ethnic and racial backgrounds. Both students and staff should avoid using language that discriminates, stereotypes or denigrates people on the basis of their sex, age, race, marital status, ethnicity, linguistic or religious background.

Plagiarism

Prior to submitting any written work you must be aware of the University's Policy on Plagiarism and Improper Conduct. Refer to Appendix, and <http://www.une.edu.au/policies/pdf/studentplagiarismandacademicmisconductcourseworkpolicy.pdf>

There is further information on plagiarism at

<http://www.une.edu.au/policies/pdf/plagiarismstudentinfocw.pdf>

When e-submitting an assignment you will be required to make a plagiarism declaration. By making this declaration you are stating that you are not ignorant of the policy and that you cannot use a claim of ignorance or lack of action on your part as a defence against an accusation of plagiarism that may be levelled against you.

You must also read the material which appears in Appendix A of this booklet and which gives guidance on avoiding plagiarism.

Do not believe that this advice regarding plagiarism is simply hollow recognition of UNE policy. The Discipline of Psychology has failed students at all levels of study because of plagiarism, which can range from a few words to paragraphs from published work. Be very careful to ensure you are not copying other people's words. Avoid a writing style that essentially "summarises" other material, as this is the most likely path to plagiarism. Typically you may find you cannot come up with a better way of saying something, so you end up putting down the words that are in the original. This is fatal, unless you cite the original author using the protocol to indicate a direct quote (refer to APA guidelines), and is no less an offence when just one or two words are changed in each sentence. The work is still that of another person. Of course you should also never copy the work of another student.

Smoking

The School in which the Discipline of Psychology is located follows the University's "smoke free environment" policy. Smoking is not permitted in the Main Psychology Building, the North Wing building, or the Howie Building. Be aware of *No Smoking* signs.

Communication by Email

Email tends to be the most efficient manner of correspondence for staff members and students not on campus. Whenever possible, rather than placing telephone calls, students should communicate by email or in person with lecturers. If students leave a telephone voice mail message, they should give their email address as well as telephone number.

RESEARCH ETHICS

As a scientific discipline, psychology adheres to rigorous standards for generating its knowledge base. To introduce students to the scientific approach many units include a laboratory work component. All laboratory work that involves the collection of data from humans or animals must follow the guidelines of the UNE Human Research Ethics Committee (HREC) and first be approved by the HREC.

Compulsory participation in laboratory research is a requirement for some units. If students enrol in such a unit, voluntary and informed consent by the student is often assumed, and in some instances, if the research project is deemed by the coordinator to be an essential component of the curriculum, students may not be provided with the option of withdrawing from the research.

Please be aware that you have several important responsibilities when you serve as a research participant. You must listen carefully to the researcher's instructions and ask for clarification if these instructions are unclear. You need to take the research seriously and cooperate with the researcher throughout the session. Finally, you must honour a researcher's request to not discuss the project with potential participants. Failure to honour these responsibilities can compromise the validity of a research project.

In some units, particularly at 400-level, students may be required to recruit subjects to participate in an experiment. If you enrol in such a unit, please ensure that you are aware of the ethical principles concerning voluntary and informed consent. These principles preclude any coercion towards potential participants, and signal the need for careful monitoring if the potential participant is in a dependent or otherwise unequal relationship with the experimenter (generally excluding the use of such participants). In cases where a participant is distressed by his or her participation, immediate support should be provided until the participant has calmed down, and the availability of counselling through a local community health centre should be

discussed. After the study has been completed, participants should be provided with an opportunity to receive feedback about the outcome of the project. Also, it should go without saying that data should never be fabricated or fudged, and, if data is being collected for a class project, the unit coordinator's instructions should be rigorously followed. A set of complete ethical guidelines for conducting research on human or animal subjects can be found at the UNE Ethics Committee Website.

<http://www.une.edu.au/research-services/ethics/>

UNE PSYCHOLOGY SOCIETY

The UNE Psychology Society welcomes all students who are interested in psychology to suggest events relating to psychology, help plan and organize activities, and attend events. No formal membership in the society is required; students participate in those activities of most interest to them. Events the society has sponsored in the past include the following: social events at which psychology students and staff have the opportunity to mingle and chat, presentations related to careers in psychology and preparation for further study in psychology, showing of films relating to psychology, and presentations and discussion of topic areas of special interest in psychology.

For more information, go to

<http://www.une.edu.au/bcss/psychology/aboutus/psyc-society.php>

BECOMING A STUDENT REPRESENTATIVE

If you are interested in becoming more involved in the development of new policies and other initiatives within the discipline, consider becoming a student representative. Student representatives are full voting members of the Discipline of Psychology Committee, and are expected to canvass their constituents and provide input on matters that affect them. Such matters may include, but are not necessarily restricted to; pedagogical and assessment practices, unit and lecturer evaluations, introduction of new units, and social events. From time to time, student representatives may also be asked to sit on sub-committees created to address student-related policy matters.

Although student representatives are expected to communicate regularly with their constituents and provide general feedback to the discipline, they are not required to serve as advocates for individual students who wish to lodge a complaint against the School or one of its staff. In such circumstances students should be encouraged to contact the Head of School or the university's Student Support and Welfare Officer

<http://www.servicesune.com.au/support/advocacy.htm>

For more information about becoming a student representative, contact Psychology's Student Liaison Officer. Dr Jennifer Loh (mlh4@une.edu.au) is the Student Liaison Officer for 2009.

PRIZES AND SCHOLARSHIPS

Prizes

At the end of each year various awards are made to Psychology students on the basis of their academic performance during that year. You need not nominate yourself for these prizes. The School or the Faculty will make nominations on your behalf.

Scholarships

Several scholarships are available to students who study Psychology. These scholarships are valuable sources of support and their inclusion on your curriculum vita can be of tremendous benefit. To obtain these scholarships, *you must nominate yourself using forms available from the UNE Scholarship Officer in the Admissions Unit.* For a list of scholarships, please see

<http://www.une.edu.au/scholarships/>

UNITS AVAILABLE

The Discipline of Psychology presently offers the following units. Please note that all units may not be available in any given year. Descriptions and availability of each unit can be found at

<http://www.une.edu.au/psychology/programs/unitscurrent.php>

100 Level

PSYC 101	Introductory Psychology I
PSYC 102	Introductory Psychology II
PSYC 103	Psychology and Society: Current issues
BCSS 100	Decision Making: Logic and Behaviour

200 Level

PSYC 202	Research Methods and Statistics (PESS 202)
PSYC 200	Social Psychology
PSYC 206	Cognitive Psychology
PSYC 213	Lifespan Developmental Psychology

300 Level

PSYC 301	Psychological Testing
PSYC 302	Advanced Research Methods and Statistics
PSYC 304	Health Psychology
PSYC 306	Psychology in the Workplace
PSYC 307	Motivation and Emotion
PSYC 309	Human Neuropsychology
PSYC 314	Behaviour Modification
PSYC 363	Psychopathology
PSYC 366	Biopsychology
PSYC 399	Special Topics in Psychological Research

400 Level

- PSYC 401H Psychology Hons Coursework
- PSYC 402H Psychology Hons Dissertation
- PSYC 411 Postgraduate Diploma in Psychology Part A
- PSYC 412 Postgraduate Diploma in Psychology Part B

The prerequisites and co-requisites for these units can be found by going to <http://www.une.edu.au/bcss/psychology/programs/units-current.php> and then clicking on each unit for information specific to that unit. Note that there are *core* and *elective* units listed on this website. For students enrolling in a degree in 2009, all core units must be completed in order to achieve an APAC-accredited three-year sequence in psychology; students who enrolled prior to 2009 need only include PSYC202 and PSYC302 as core units for an accredited major in Psychology. All 100, 200, and 300 level units have a weighting of six credit points (cp), which translates into around 150 hours of work.

Further information on 400 level and postgraduate units is available at <http://www.une.edu.au/psychology/programs/>

ADMISSION TO FOURTH YEAR PROGRAMS

This section details the minimum requirements for eligibility into the fourth year programs. It should be noted that satisfaction of these requirements does not ensure acceptance into the programs, as places are limited. In the event of more eligible applicants than available positions, students will be ranked using a grade point average (GPA) calculation, whereby an average grade in all psychology units is calculated, after which students are ranked from the highest to the lowest average grade.

There are two different fourth year programs in Psychology. The first is the Honours program, that can be undertaken under one of four different awards (described below), while the second is the Postgraduate Diploma. Each has a different set of entry requirements, as listed below. Also available at

<http://www.une.edu.au/bcss/psychology/pdfs/Fourth-year-entry-2009.pdf>

Honours

BA(Hons), BSc(Hons), BSocSc (Hons)

A student wishing to be admitted to one of these programs must have completed 144 credit points in a Bachelor degree with an APAC-accredited three-year sequence, obtained within the last 10 years. The minimum requirements (grades achieved) at post-100 level in this entry degree are:

- (i) Credit in PSYC 202 (or equivalent), plus two Credits and one Pass in PSYC units at 200 level.
- (ii) Three Distinctions and one Credit in PSYC units at 300 level, including PSYC 302 (or equivalent).

NOTE: For students starting a 3-year entry degree at UNE in 2009 onwards, the program will include the following core units - PSYC 101, 102, 200, 202, 206, 213, 301, 302, 366.

BPsych(Hons)

This is a four-year integrated undergraduate degree, with its own set of rules. Entry into the Honours component of this program is guaranteed after completion of the first three years of the BPsych(Hons) degree (144 credit points) at the following minimum levels of performance:

- (i) Credit in PSYC 101 or PSYC 102, and a Pass in the other.
- (ii) Credit in PSYC 202, plus two Distinctions and one Credit in other PSYC units at 200 level.
- (iii) Four Distinctions and two Credits in PSYC units at 300 level, including PSYC 302.

NOTE: For students starting the BPsych(Hons) in 2009 onwards, the program needs to include the following core units - PSYC 101, 102, 200, 202, 206, 213, 301, 302, 366.

Bridging program (Graduate Diploma Social Science)

An alternative route for those who want to enrol in one of the programs referred to above is the 48 credit point GDSS. Entry into the GDSS first requires completion of a Bachelor degree, which may not have included Psychology units. Details are available from

<http://www.une.edu.au/bcss/psychology/programs/GradDipSocSc-bridging.php>

In order to be eligible for a fourth year program after completion of the GDSS, a student must:

- (i) Either complete PSYC101 and PSYC102 or seek exemption on the basis of previous study in Psychology or in a related area of study.
- (ii) Complete three 200-level units, including PSYC202 (Research Methods and Statistics). All of these must be passed at Credit grade or better.
- (iii) Complete four 300-level PSYC units, including PSYC 302 (Advanced Research Methods and Statistics). Three of these must be passed at Distinction grade or better, with the remaining one at Credit grade or better.
- (iv) Complete one additional PSYC unit at either 200-level or 300-level. This must also be completed at Credit grade or better.

NOTE: For students starting the GDSS in 2009 onwards, the program will comprise PSYC 101, 102, 200, 202, 206, 213, 301, 302, 366 and an additional 6 credit points in psychology at 300 level.

Postgraduate Diploma in Psychology

PGDPSY

To be eligible for entry into the PGDPSY a student needs to have completed a 3 year degree within the last ten years, involving an APAC-accredited three-year sequence in psychology which contains an average grade of Credit across the 200 and 300 level psychology units (including PSYC 202, or equivalent). At UNE, this sequence is:

- (i) PSYC 101 and PSYC 102.
- (ii) PSYC 202, plus three other 200 level PSYC units.
- (iii) Four PSYC units at the 300 level. One of these units must be PSYC302, or equivalent.

NOTE: *For students starting the 3-year sequence in 2009 onwards, the program at UNE needs to include the following core units - PSYC 101, 102, 200, 202, 206, 213, 301, 302, 366.*

Bridging program (Graduate Diploma Social Science)

The GDSS can again be used as a bridging program for those who have already completed a first degree.

<http://www.une.edu.au/bcss/psychology/programs/GradDipSocSc-bridging.php>

In order to be eligible for a fourth year program after completion of the GDSS, a student must:

- (i) Either complete PSYC101 and PSYC102 or seek exemption on the basis of previous study in Psychology or in a related area of study.
 - (ii) Complete three 200-level units, including PSYC202 (Research Methods and Statistics).
 - (iii) Complete four 300-level PSYC units, including PSYC 302 (Advanced Research Methods and Statistics).
 - (iv) Complete one additional PSYC unit at either 200-level or 300-level.
- Students must achieve an average grade of Credit across the 200 and 300 level units.

NOTE: *For students starting the GDSS in 2009 onwards, the program will comprise PSYC 101, 102, 200, 202, 206, 213, 301, 302, 366 and an additional 6 credit points in psychology at 300 level.*

WORK EXPERIENCE AND WORKREADY

Undergraduates are encouraged to obtain as much career-relevant work experience as possible to help them obtain and do well in post-graduation work. Students may obtain valuable experience through volunteering, part or full-time employment, or the UNE Workready Scheme.

Opportunities for obtaining valuable experience in mental health might be found with Careline/Lifeline, school counsellors or behaviour specialists (especially at a school you attended), youth refuges, delinquency programs,

substance abuse treatment programs, family support services, women's refuges, women's housing counselling services, and programs for training individuals with intellectual disabilities or autism.

The UNE Workready Scheme provides opportunities for some students to undertake work placement with appropriate employers. Some academics in the Discipline of Psychology are prepared to supervise projects that can be undertaken as a third year 6 credit point academic unit, WORK 300. It is essential that you arrange a potential supervisor before enrolling in such a unit. For additional information on the Workready program, go to

<http://www.une.edu.au/workready/>

Please note that WORK 300 does not contribute towards the APAC accredited psychology sequence. Please also note that it is the student's responsibility to find a member of the academic staff willing to supervise a project. Because of heavy supervision loads, not all members of the academic staff are able to offer Workready supervision.

STUDY ABROAD OPTION

Undergraduates are encouraged to take actions to achieve the UNE Graduate *Global Perspectives* attribute, which involves taking a “global perspective” and showing “intercultural competence.” One way students can make progress in this direction is to spend a semester studying in another country through UNE's Study Abroad options. Please see more information on this option at <http://www.une.edu.au/imp/study/>. Undergraduates can benefit by immersing themselves in a different culture.

PSYCHOLOGY CAREERS

Professional careers in psychology cover a range of areas, including:

- Academic Psychologist
- Clinical Psychologists
- Counselling Psychologists
- Community Psychologists
- Educational and Developmental Psychologists
- Forensic Psychologists
- Health Psychologists
- Organisational Psychologists
- Sport Psychologists
- Neuropsychologists

Specialised training for these professional areas usually begins in fourth-year programs (e.g., Honours in Psychology), but often also involves subsequent post-graduate studies. The first three years of an undergraduate psychology degree focuses on the core areas of psychology, with an emphasis on breadth.

Apart from the professional careers listed above, the skills you acquire while studying psychology are relevant to a broad range of other professions, particularly those that are person-oriented (e.g., personnel services, marketing, teaching, sales, medicine). Postgraduate training in psychology is typically not required for these other professions.

HOW TO BECOME A REGISTERED PSYCHOLOGIST

In NSW you can become a registered psychologist by either completing (1) a 4 year degree accredited by the Australian Psychological Society, followed by two years of supervised practical experience, or (2) a professional higher degree (Masters or Doctorate) in psychology. A comprehensive guide to the registration process can be obtained from the NSW Psychologist Registration Board. For additional information go to

<http://www.psychreg.health.nsw.gov.au/>

Please note that registration requirements vary from state to state. If you wish to become a registered psychologist in a state other than NSW, please contact that state's registration board.

HOW TO BECOME A MEMBER OF THE AUSTRALIAN PSYCHOLOGICAL SOCIETY

The Australian Psychological Society (APS) represents the interests of the science and profession of Psychology nationwide. Student Subscription is accessible to those currently undergoing an accredited university course in Psychology, and students who complete an accredited four-year sequence in Psychology are eligible to become Associate Members in the Society.

Benefits associated with joining the APS include: APS newsletters and journals, discounted registration at APS conferences, discounted book orders, and access to professional development activities. More information about the APS is provided at the Society's website, which you can find at

<http://www.psychology.org.au/>

SOURCES OF INFORMATION ON PSYCHOLOGY

There are many sources of information relevant to psychology, including libraries and the Internet. The following Internet addresses may be of value:

Psychology at UNE: <http://www.une.edu.au/psychology/>

Other Schools: <http://psych.hanover.edu/Krantz/othera-z.html>

Australian Psychological Society: <http://www.psychology.org.au/>

Psychology Resource List: <http://www.psychwww.com/>

APPENDIX

AVOIDING PLAGIARISM - INFORMATION FOR STUDENTS

Introduction

Good scholarship necessarily requires building on and incorporating the work of others. This use must be appropriately acknowledged. Whenever you employ the thoughts, words, drawings, designs, statistical data, computer programs, performances or other creative works of others, either by direct quotation, by paraphrasing or by the use of another's ideas, you must clearly identify the author and the source through the use of proper referencing. Your acknowledgement of the contributions of others is not solely a matter of honesty. It also shows the extent to which you have consulted appropriate references and source materials during preparation of their work for submission. It thus plays a very positive role in academic assessment, by demonstrating how well you have taken into account work already done in the relevant field.

Failure to acknowledge sources appropriately constitutes plagiarism and may attract significant penalties such as failure in the unit or exclusion from the University.

You are plagiarising if you give the impression that the ideas, words or work of another person are your ideas, words or work.

Plagiarism includes:

- copying any material from books, journals study notes or tapes, the web, CD-ROMs, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation;
- rephrasing ideas from books, journals, study notes or tapes, the web, CD-ROMs, the work of other students, or any other source without acknowledging the source of those ideas by footnotes or citations;
- or
- unauthorised collaboration with other students in producing an assessment task.

Plagiarism involves not only written works, but also material such as data, graphs, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise your work is also a violation of the University Policy on Plagiarism and Improper Conduct and may invoke a penalty.

The attached Definitions and Flowcharts, adapted from the University Policy on Plagiarism and Improper Conduct, clarify what is meant by plagiarism and other terms relating to assignment work, and summarise the steps that

will be taken if you are suspected of having plagiarised in an assessment task, report, dissertation, or thesis. The attached Appendix provides examples of actions that constitute plagiarism or improper conduct.

The University Policy on Plagiarism and Improper Conduct states that you have a responsibility to

- read, understand and respect the policy on plagiarism;
- familiarise yourselves with the conventions of referencing for your discipline(s);
- avoid all acts which could be considered plagiarism;
- seek assistance from appropriate sources with any academic writing areas where you are aware you need more knowledge and skills;
- submit a separate signed and dated Plagiarism Declaration Form with every task, report, dissertation or thesis submitted for assessment or examination. If a unit permits electronic submission of assignments, the completed form must still be included with each assignment, and by hitting the 'Send' or 'Submit' button to submit the assignment electronically, you are deemed, in effect, to have signed the declaration.

In addition, the University Policy on Plagiarism and Improper Conduct states that you have a right to

- be informed of the policies of the University, the Faculty, and the School with respect to academic honesty including plagiarism, co-operation and group work;
- be provided with clear guidelines on academic styles required in each unit;
- receive practical comments which assist you to review your work;
- expect clear guidelines relating to all aspects of group work;
- expect early notification or fair warning in the case where an academic believes you or your fellow students may be at risk of breaching guidelines relating to plagiarism, collusion and collaboration;
- participate in appropriate learning experiences designed to improve your competency in writing and study skills, understanding of the requirements of group work, and development of personal attributes, in particular, ethical behaviour;
- expect a consistent interpretation of plagiarism and consistent application of procedures for dealing with suspected plagiarism across the University;
- know that each assessment task, of whatever form, may not be marked unless a separate signed plagiarism declaration has been received.

Finally, you need to know your rights if you find an allegation of plagiarism has been made against you.

If an allegation of plagiarism is made against you, you will be advised in writing of:

- the nature of the allegation;
- your right to present your case in writing or orally to the Unit Coordinator/Supervisor or Head of School, as appropriate;
- the fact that your signed declaration, submitted with the alleged plagiarised work, has been retained as evidence for the investigation;
- the Student Support available to you;
- any decision made by an officer or committee of the University after having considered both the allegation against you and the case you have presented in response to it; and
- your right of appeal against this decision.

The following guidelines will help you to avoid plagiarism:

- be familiar with the style of acknowledgment that is recommended for use in each of your units, including the referencing techniques required for information sourced from the internet;
- write the source on any notes or copies you make from any document or electronic sources such as the internet. The habit of copying or ‘cutting-and-pasting’ verbatim from a source as you read is very dangerous. It is easy to forget that the notes you make or excerpts you have ‘cut-and-pasted’ are verbatim and to later write them into an essay or report as if they were your own words. Keep details of the sources you have relied upon for each assignment throughout the unit. Plagiarism is often the result of lack of care, poor study and/or poor referencing methods;
- acknowledge all sources containing the concepts, experiments, performances or results from which you have extracted or developed your ideas, even if you put those ideas into your own words;
- always use quotation marks or some other acceptable indicator of quotation when quoting directly from a work. It is not enough merely to acknowledge the source;
- avoid excessive paraphrasing and quoting, even where you acknowledge the source;
- be aware of the rules regarding group work and collaboration. Collaboration (appropriately acknowledged) is permitted in the case of team or group projects. It is also permitted in the more general case when the collaboration is limited to the discussion of general strategies or help of a general nature. If you have any doubt about what constitutes authorised and unauthorised collaboration for specific assessment tasks, seek advice from your Unit Coordinator;
- understand that the distinction between what needs to be acknowledged and what is common knowledge is not always clear. As you gain experience you will learn the acceptable practices for

acknowledgment in the disciplines in which you study, but while you are learning, always play safe and acknowledge;

- keep a printed (hard) copy of all of your submitted work to assist you in case you ever need to answer an allegation of plagiarism. This is important for your own protection against possible misuse of your submitted assignment by another student and against possible suspicion of plagiarism if you ever have to resubmit an assignment that has ‘gone astray’. If your original assignment has been lost, stolen or damaged, you must be able to produce it again as needed, without undue delay.

Research Guidelines

Students should refer to the following websites or academic unit handbooks for further advice and assistance regarding referencing styles and rules as well as advice on avoiding plagiarism:

- eSKILLS UNE Keeping Track:
<http://www.une.edu.au/library/eskillsune/keeping/>
- The UNE Academic Skills Office web address is:
<http://www.une.edu.au/tlc/aso/>

In addition, individual Schools at UNE may have their own documentation regarding plagiarism and referencing issues and you should approach your Unit Coordinator or Principal Supervisor for information on these specific documents.

Advice on Use of Internet Sites

Cyberspace contains both useful information and traps for the unwary. Unfortunately, many websites do not name the author of the textual material included. This means that the text carries little authority. As with a book or journal article, we need to know “Who wrote this?” and “Where did they get that piece of information from?”

Questions to ask about any site on the WWW

- Is the author named?
- If so, does the site tell you about the author's credentials and experience?
- Can you confirm the information from books, journals or other websites?
- Be aware that the website may be as biased as any other source. Who owns/runs the website and what are they promoting?
- Has the website been updated recently? Is it out of date?

You should be aware that, in general, research essays must be based on data that is the work of acknowledged authors, and on data with verifiable origins. The advantage of academic books and journals is that the material has been reviewed in manuscript form by experts in the field before publication, and has often been subjected to a further review in academic journals after publication. Sometimes, however, information of a high quality is posted on websites before publication or instead of publication through regular

channels. This means that it is not always clear as to whether or not it is appropriate to employ web-based resources in the production of assignments. If in doubt, you should always closely examine the explicit requirements for an assessment task and/or consult your Unit Coordinator before incorporating web-based references in an assignment.

You should also be aware that the Internet now has extensive and very powerful resources, which university teachers can use to detect electronic plagiarism. UNE staff have access to these resources and will use them, so do not be misled by the ease with which information can be downloaded from the web and incorporated into an assignment – the risk of discovery is VERY high.

The solution for you is simple and automatically safeguards your integrity: when referencing information in work that you submit, always treat information downloaded from the web with the same caution, respect and proper acknowledgement as you would information from any printed source or other media (e.g., CD-ROM, radio, TV).

Referencing the WWW

Information from the WWW should be cited just like any other source. Cite website author, title (if actually published as well, publication details should be cited), and the full URL of the website, and the date you visited the web page. For example:

Landrewy, F., *Paralympic Games and Social Integration* (first published in Miquel de Moragas and Miquel Botella, eds., *The Keys to Success*, Barcelona, UAB, 1996), <http://blues.uab.es/olympic.studies>, 14/1/97.

IMPORTANT DEFINITIONS PERTAINING TO PRODUCTION OF ASSESSMENT WORK AND PLAGIARISM

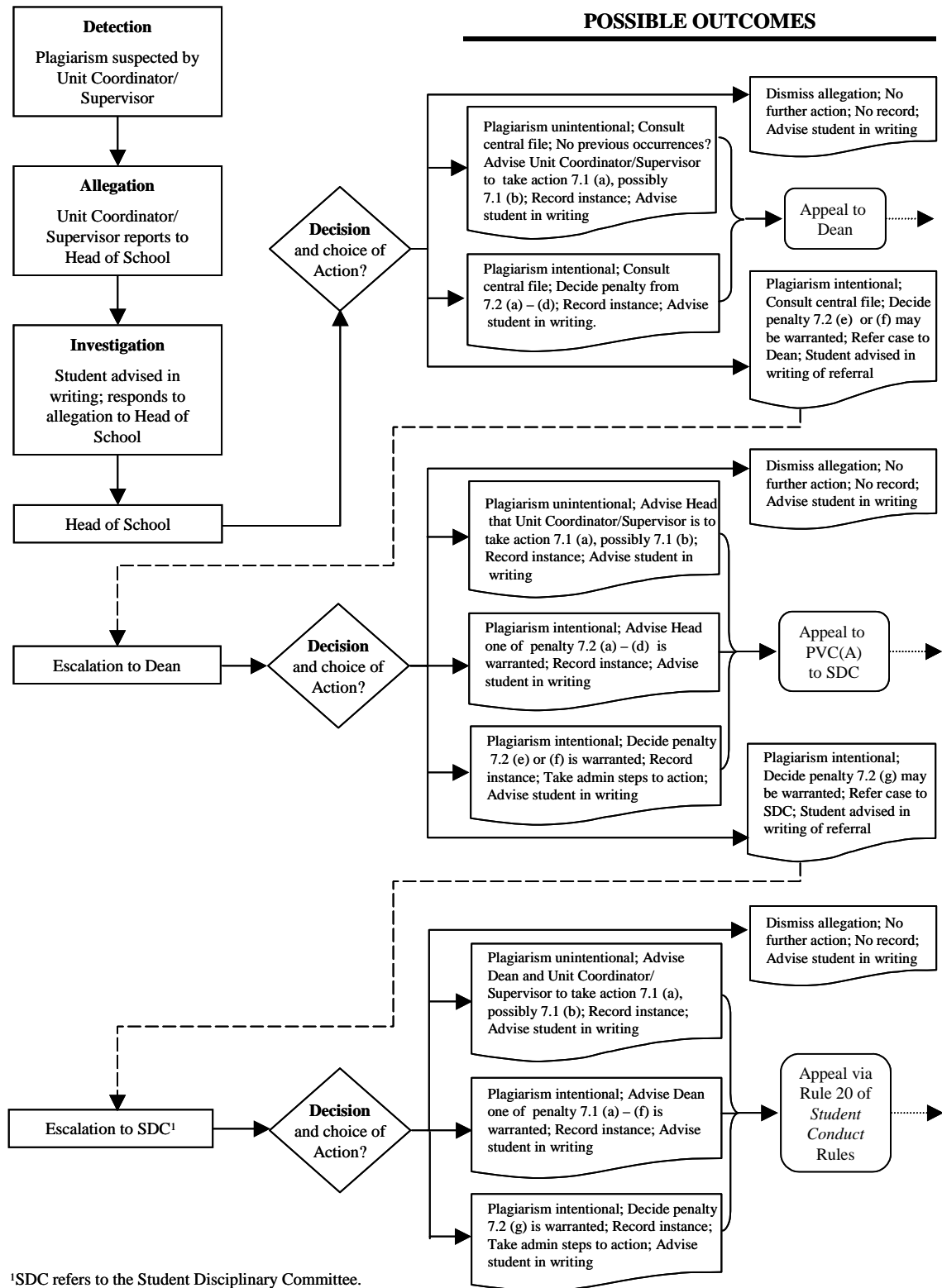
- Plagiarism occurs when you make intentional or unintentional use of the work of other persons, copying (in whole or in part) the work or data of other persons, or presenting substantial extracts from written, printed, electronic or other media in your written, oral, electronic/online or group assignment work without due acknowledgment. Plagiarism involves giving the impression that you have thought, written or produced something that has, in fact, been taken from another. Any act of plagiarism constitutes a breach of this policy.
- Intentional plagiarism occurs if you plagiarise with the deliberate intention of representing the work of others as your own.
- Unintentional plagiarism occurs if you inadvertently plagiarise due a lack of knowledge or understanding of the concept of plagiarism, or lack of preparation, skill or care.
- Improper conduct occurs if you consciously act in a manner that would assist another student to commit plagiarism or if you act in an inappropriate manner to obtain information with the intent to plagiarise.

- Group work means a formally established assessment task to be conducted by a number of students working together, resulting in a single piece of assessment or a number of associated pieces of assessment.
- Legitimate collaboration means any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students. Legitimate collaboration is not a form of plagiarism.
- Collusion (unauthorised collaboration) means working with others without permission of the Unit Coordinator to produce work that you then present as if you had completed it independently. Collusion is a form of plagiarism. You should not knowingly allow your work to be copied.
- Dean means the Dean of the Faculty controlling the award/course in which you are enrolled. If you are enrolled in a PhD, Dean means the Dean of the Faculty with which your Supervisor is affiliated.
- Head of School means the Head of the School with which the Unit Coordinator, who is currently responsible for a unit in which you are enrolled, is affiliated. If you are enrolled in a PhD, Head of School means the Head of the School with which your Supervisor is affiliated.
- Unit Coordinator means the academic staff member who is formally coordinating a unit in which you are enrolled.
- Supervisor means your principal supervisor if you are enrolled in an award/course involving a component or unit requiring you to produce a formal research report, dissertation or thesis.
- Student Support means the Academic Support Unit within the Teaching and Learning Centre, Counselling and Careers Services and other student support services provided by University and which you can access.
- Central Plagiarism File means a database, maintained by the Records Management Office and linked to the University's Student Information System, where the records of instances of unintended and intended plagiarism are stored, against student names. For any student, these records will be deleted five (5) years after their graduation from the University. Access to this file is restricted to Heads of Schools, Deans, Associate Deans (Teaching and Learning), Associate Deans (Research), Academic Registrar and the Pro-Vice-Chancellor (Academic).
- Plagiarism Declaration Form means a pro forma plagiarism declaration to be included by you with every task, report, dissertation or thesis submitted for assessment or examination. The specific content of this declaration will be determined by each School according to School and discipline requirements, but, at a minimum, will require the student to affirm:
 - (a) that you have read the University Policy on Plagiarism and Improper Conduct, the document on Avoiding Plagiarism and

- any guidelines provided in the UNE Referencing Guide and, where relevant, Unit Handbook or Study Guide;
- (b) that the work being submitted is your own work, that all sources have been acknowledged by you in the work, and that the work contains no plagiarism; and
 - (c) that, unless explicit provision has been made and written permission obtained from your Unit Coordinator/Supervisor, the work or any version of it has not been previously submitted by you for assessment in any other unit or award offered by UNE, its partner institutions or other institutions.

This signed declaration will be retained by the School if the work it accompanies is suspected of containing evidence of plagiarism.

PROCEDURAL FLOW CHART FOR INVESTIGATION AND OUTCOMES FROM ALLEGATIONS OF PLAGIARISM



Appendix to the University Policy on Plagiarism and Improper Conduct

The following practices constitute examples of plagiarism and improper conduct and are major infringements of the University's academic values and policies. This list should be considered as representative not exhaustive of possible practices.

- Direct quotations are used without quotation marks and the source has been acknowledged, but the quotes are closely paraphrased or summarised by the student in the content of any assessment task or thesis (may be intentional or unintentional plagiarism; referred to as 'sham paraphrasing')
- Direct quotations are not used, but are closely paraphrased or summarised by the student in the content of any assessment task or thesis, and the source of the material is not acknowledged either by footnoting or other simple reference within the text or bibliography of the paper (may be intentional or unintentional plagiarism; referred to as 'illicit paraphrasing');
- Paragraphs, sentences, a single sentence or significant parts of a sentence are copied directly into the content of any assessment task or thesis by the student but are not enclosed in quotation marks and the source has not been appropriately cited and listed in a footnote or bibliography (may be intentional or unintentional plagiarism; referred to as 'verbatim copying');
- An idea or information which appears elsewhere in any form* is represented in any assessment task or thesis as the student's own, without reference being made to the author of that idea or the source of the information (may be intentional or unintentional plagiarism; a form of 'purloining');
- Portions of the content of any assessment task or thesis have been copied, cut and pasted, or closely paraphrased from the work of other students, staff, or other person, but submitted under the student's own name (may be intentional or unintentional plagiarism; a form of 'purloining');
- The student submits, as a new work, an assessment task or thesis he or she previously produced and had assessed for another unit or award, without appropriate acknowledgement of the fact and without the prior permission of the current Unit Coordinator/Supervisor (may be intentional or unintentional plagiarism, referred to as 'recycling');
- The student knowingly and voluntarily produces or contributes content for an assessment task or thesis with the intent of assisting another student to plagiarise, that is, acting as a 'ghostwriter' (improper conduct with intention to assist plagiarising);
- The content of any assessment task or thesis has been written by someone other than the student, but the work, even if edited somewhat, is submitted without acknowledgement, under the student's own name (this includes procuring and submitting work that may be available through various Internet websites offering to produce essays and other documents which may be used or purchased

with specific intent of passing the work off as the student's own intellectual work) (intentional plagiarism, referred to as 'use of a ghostwriter');

- The content of any assessment task or thesis has been written by someone other than the student, but the work, even if edited somewhat, is submitted under the student's own name and this content has been obtained by the student from the other person without their knowledge (intentional plagiarism; a form of 'purloining').
- The content of any assessment task or thesis has been written by someone other than the student, but the work, even if edited somewhat, is submitted under the student's own name and this content has been obtained by the student from the original source using inappropriate social, emotional or physical pressures (intentional plagiarism; a form of 'bullying').

* Some examples of this are books, journals, newspaper or magazine articles, television programs, material downloaded from an Internet site, theses, computer stored data and software, lecture notes, video or audio tapes, material downloaded from a CD-ROM.

[Acknowledgements: the examples in this appendix are loosely connected to the framework employed by Macquarie University Policy on Plagiarism and the discussion of the "plagiarism continuum" in Walker, J. 1998, "Student plagiarism in universities: What are we doing about it?", Higher Education Research and Development, vol. 17, no. 1, pp 89-105.]