

# **The University of New England**

School of Behavioural, Cognitive and Social Sciences

## **The Fourth Year in Psychology at UNE 2010**

**Information for prospective students**

**Applications Close 30 September, 2009**

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*For further enquiries regarding  
the School and programs:*

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*Admissions:*

The Student Centre  
University of New England  
1800 818 865  
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[www.une.edu.au/bcss/psychology/](http://www.une.edu.au/bcss/psychology/)

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## ***Introduction***

The School of Behavioural, Cognitive and Social Sciences at UNE offers two different fourth year programs in Psychology. These are (i) **the Honours program**; and (ii) **the Postgraduate Diploma in Psychology**. Both provide a professionally accredited fourth year in Psychology<sup>1</sup>. The Honours program qualifies students for further postgraduate study (for example, PhD or Masters in Clinical Psychology), whereas the Postgraduate Diploma in Psychology does not. Higher grades are needed for Honours.

**Honours** can be studied as part of our integrated four-year degree, the Bachelor of Psychology (Hons), or as a stand-alone program which students can enter after completing an appropriate undergraduate degree at the required standard (see next section). The stand-alone degree can be a Bachelor of Arts (Hons), Bachelor of Social Science (Hons), or Bachelor of Science (Hons). All of these are taught by the same staff to the same assessment standards. Honours degrees are awarded at four levels of pass: Honours First Class; Honours Second Class, Upper Division; Honours Second Class, Lower Division; and Honours Third Class.

**The Postgraduate Diploma in Psychology** is a stand-alone degree that complements our undergraduate program in Psychology. Whichever degree you are enrolled in, fourth year can be completed either full-time or part-time as an on-campus internal student, or part-time as an off-campus, external student. Attendance requirements are the same in both modes. That is, all classes are provided in the Intensive Schools; there are no separate lectures for on-campus students. However, there are limited full-time places in both programs, and full-time applicants may only be offered a part-time position. They are both subject to HECS liability and UNE fees.

## ***Entry Requirements***

Please note that there are limited places in both programs. Students who are already enrolled in the Bachelor of Psychology (Hons) integrated four year degree are guaranteed entry into the fourth year as long as they meet minimum progression requirements. Others must meet minimum entry requirements and will then be selected on the basis of grades. Competition for places may mean that higher grades than the minimum grades specified below are required for entry. This means that qualifying for entry does not guarantee a place in the program. That depends on your average grades in psychology over your degree. The average is computed from 200- and 300-level psychology units you have completed in your accredited major. Specifically, we will enter into the average (i) your 200-level research and statistics unit or equivalent, (ii) your 300-level research and statistics unit or equivalent, (iii) your other six most recent psychology units completed. If you have sat a unit twice, we will use only the most recent result. Students will be ranked on the basis of this average and the top applicants will be offered a place in the program. The most recent cut-off required for acceptance into honours was an average grade near a Distinction, and for acceptance into the Postgraduate Diploma in Psychology was an average grade between Credit and Distinction.

The following list of minimum requirements refers to "units" that are worth six credit-points in weight. A six credit-point unit at UNE is one quarter of a full-time load for one semester. We refer to the number of "Credits", "Distinctions" and "Passes" required. The grading

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<sup>1</sup> The most recent accreditation of these programs was conducted by the Australian Psychology Accreditation in August, 2007.

system at UNE is:

Pass:	50% - 64%	Distinction:	75% - 84%
Credit:	65% - 74%	High Distinction:	85% - 100%

Please note that PSYC202 is mentioned several times below. This unit was previously named PESS202, but is the same unit (Research Methods and Statistics), and the same requirements apply. "PSYC" units refer to those unit codes that begin with the letters PSYC. Students applying from other universities need a comparable level of attainment to those specified below.

1. **BA(Hons), BSocSc(Hons), BSc(Hons)** A degree, obtained within the last ten years, with an APAC-accredited three-year sequence which includes:
  - Credit in PSYC202 or PESS202, plus two Credits and one Pass in PSYC units at the 200 level.
  - Three Distinctions and one Credit in PSYC units at the 300 level, including PSYC302.
2. **BPsych(Hons)** This is a four-year integrated undergraduate degree, with its own rules, as shown in the UNE Course and Units Catalogue. Entry into the Honours component of the award requires completion of the first three years of the BPsych (Hons) degree (144 credit points) at the following levels of performance. For students who commenced their enrolment in the BPsych(Hons) from 2005 onwards:
  - Credit in PSYC101 or PSYC102 and a Pass in the other.
  - Credit in PSYC202, plus two Distinctions and one Credit in PSYC units at the 200 level.
  - Four Distinctions and two Credits in PSYC units at the 300 level, including PSYC302.

For students who commenced their enrolment in the BPsych(Hons) prior to 2005:

- Credit in PSYC101 or PSYC102 and a Pass in the other.
- Credit in PESS202 or PSYC202, plus two Credits and one Pass in PSYC units at the 200 level.

Six Credits in PSYC units at the 300 level, including PSYC302

This degree is normally entered at the undergraduate level, and information on its structure can be obtained from Mrs Libby Fitzgerald, Academic Manager, [libby.fitzgerald@une.edu.au](mailto:libby.fitzgerald@une.edu.au).

3. **Postgraduate Diploma in Psychology** A degree, obtained within the last ten years, with an APAC-accredited three-year sequence which contains an average grade of Credit across the 200 and 300 level units in Psychology. At UNE, this sequence is:
  - PSYC101 and PSYC102.
  - PSYC202.
  - Three PSYC units at the 200 level.
  - Four PSYC units at the 300 level. One of these units must be PSYC302.

### ***Structure of the Honours Program***

The Honours program consists of two 24 credit point units, **PSYC401H** and **PSYC402H**. Full-time students study the two units concurrently in one year, while part-time students undertake PSYC401H in their first year and PSYC402H in the second year. For part-time students, enrolment in PSYC402H is dependent on the successful completion of all components of PSYC401H in the first year. To be eligible for the award, at least a passing grade must be achieved in **all components** of PSYC401H and in PSYC402H.

**PSYC401H** contains four components which contribute equally to the final grade. A pass in the unit requires at least a pass mark in all four components. The *Professional Skills* component develops applied skills in psychology, with a particular emphasis on interviewing skills and assessment methods. The seminars on *Professional Roles & Ethics* and *History & Theories of Psychology* introduce students to the professional practice of psychology and the variety of ethical issues and dilemmas that may face the practitioner, as well as a range of theoretical systems in Psychology, including historically significant debates within the discipline. The two *advanced reading courses* in specialised areas of research interest are generally assessed through written work totalling around 6,000 words for each course. All four components require participation in class seminars at the Intensive schools.

**PSYC402H** comprises the independent research project leading to a research report in APA format in the style of a journal article. The report is to be a maximum length of 9,000 words. The project is developed by the student in consultation with a supervisor. Students should consider potential research issues derived from the psychological literature and then to approach an appropriate staff member to enquire whether they are willing to supervise the suggested project. Staff have many calls on their supervision time and it is quite possible that the supervisor you initially desire will not be available for you. This will mean selecting another topic and approaching another potential supervisor. Full-time students should contact potential supervisors towards the end of their undergraduate course. Part-time students should start preparation toward the end of the first half of their fourth year of study.

UNIT	COMPONENTS	CONTRIBUTION TO HONOURS
PSYC401H	Professional Skills	12.5%
	Seminars on Professional Roles & Ethics, and History & Theories of Psychology	12.5%
	Reading Course 1	12.5%
	Reading Course 2	12.5%
PSYC402H	Independent Research Project	50%

### *Structure of the Postgraduate Diploma in Psychology Program*

The Postgraduate Diploma in Psychology consists of two 24 credit point units, **PSYC411** and **PSYC412**. Full-time students study the two units concurrently in one year, while part-time students undertake PSYC411 in their first year and PSYC412 in the second year. For part-time students, enrolment in PSYC412 is dependent on having successfully completed all components of PSYC411 in their first year. To be eligible for the award, at least a passing grade must be achieved in **all components** of PSYC411 and in PSYC412.

**PSYC411** is the same as PSYC401H. Please see the notes on PSYC401H for details.

**PSYC412** is composed of one reading course and a group research project. The group research project is devised and supervised by a member of academic staff. Students in a group research project share the task of data collection, but each investigates a separate additional research question. The group research project is assessed through two submissions of equal weight. The first is an extended literature review no longer than 4,500 words on the topic of the group research project. The second is an empirical research report, no longer than 4,500 words, which presents analyses on the main (shared) research question and of the student's own additional variable. It is important to note that the research report will **only** be assessed if the student has contributed satisfactorily to the conduct of the group research, as assessed by the group research supervisor. Students enrolled in this unit attend a mandatory intensive school in April and another in September. This allows group meetings for discussion of the project, as well as attendance at the advanced reading course seminars. Details of the group research project offered in 2010 are provided at the back of this information booklet.

UNIT	COMPONENTS	CONTRIBUTION TO POSTGRAD DIP PSYCHOLOGY
PSYC411	Professional Skills	12.5%
	Seminars on Professional Roles & Ethics, and History & Theories of Psychology	12.5%
	Reading Course 1	12.5%
	Reading Course 2	12.5%
PSYC412	Group Research Project <ul style="list-style-type: none"> <li>• Literature review</li> <li>• Empirical report</li> </ul>	Total = 37.5% (18.75%) (18.75%)
	Reading Course 3	12.5%

### *Intensive Schools*

Internal and external students are required to attend mandatory intensive schools which are held during the University's normal vacation periods. The **mandatory** nature of these schools is emphasised and students who fail to attend or are unable to attend the whole school, for whatever reason will be unable to complete the program. They will need to withdraw or be withdrawn. There are no additional sessions for internal students, but these students have easy access to their supervisor, and also to facilities such as research laboratories and the library.

Dates for the 2010 Intensive Schools will be available via our Courses and Units catalogue at <http://www.une.edu.au/courses/>. In 2009, PSYC401H, PSYC411, and PSYC412 students attended intensive schools on 7-10 April and 13-16 September. PSYC402H students attended an intensive school on 11-15 February. External PSYC402H students are also strongly advised to attend the University toward the end of their research project work to discuss analysis and report writing with their supervisor.

The intensive schools for PSYC401H, PSYC411 and PSYC412 comprise lectures and practical sessions in Professional Skills (April), Seminars on Professional Roles & Ethics, and History & Theory of Psychology (September), and the reading courses (April and September). PSYC412 students also meet to discuss group projects with their supervisors and fellow group members at these intensive schools. The February school for PSYC402H comprises sessions on research, finalisation of the student's proposed research project, and defense of that proposal in seminars consisting of academic staff and other students.

### ***How to Apply and Closing Date for Applications***

Applications for all 4<sup>th</sup> year psychology programs close on **30<sup>th</sup> September, 2009**.

The admission application form for **BA(Hons)**, **BSocSc(Hons)** and **BSc(Hons)** is available from the UNE Student Centre web page (<http://www.une.edu.au/for/current-students/course-information/bach-hons-info.php>). Each application must be accompanied by a completed "Preferred Reading Course" form available at the same site as the application form.

The admission application form for the **Postgraduate Diploma in Psychology** is available at [www.une.edu.au/for/future-students/postgraduates/admissions.php](http://www.une.edu.au/for/future-students/postgraduates/admissions.php). Each application must be accompanied by a completed "Preferred Reading Course" form available from the above address.

Students enrolling in **PSYC412 in 2010** must also complete a "Preferred Reading Course" form available from the Fourth Year page of the Psychology website at <http://www.une.edu.au/bcss/psychology/programs/fourth-year-psyc.php>.

**UNE students already enrolled in the BPsych(Hons)** program will receive re-enrolment forms late in 2009. They do not need to make separate application for entry into their fourth year but they do need to complete an "Intention to Proceed into Fourth Year" form by the September date. The "Intention to Proceed into Fourth Year" form is available from the Fourth Year page of the Psychology website given above.

Details about the reading courses available in 2010 are printed at the back of this information booklet.

### ***If your accredited major is more than ten years old***

Where the accredited major in psychology is more than ten years old and meets the requirement of a Credit average, applicants are advised to update their qualification by re-sitting the third year of their major. They can do this by completing four units in PSYC at third year level (including PSYC302) in the Graduate Certificate in Arts. Your average mark for entry into our fourth year program will be computed in the same way described under "Entry requirements".

Where the accredited major in psychology is more than ten years old and does not meet the requirement of a Credit average, applicants are advised to upgrade their qualification by completing a new accredited major in psychology in the Graduate Diploma of Social Science and meeting the minimum Credit average. Your average mark for entry into our fourth year program will be computed in the same way described under "Entry requirements".

Please contact Libby Fitzgerald for further information on these issues (see front page of this document for contact details).

## **Teaching Staff**

The number of staff available to offer reading courses and to provide research supervision varies from year to year due to other commitments. Here is a complete list of academic staff in the Psychology Discipline.

Rhonda **Brown**, Ph.D., University of New South Wales; B.Sc.(Hons), University of New South Wales. *Senior Lecturer*

Debra **Dunstan**, Ph.D., Charles Sturt University; M.Psych., Charles Sturt University; M.Litt., University of New England; Grad. Dip. Pty., University of Sydney; B.Sc., University of New South Wales. *Lecturer*

Don **Hine**, Ph.D., University of Victoria; M.A., University of Victoria; B.Sc., University of Alberta. *Associate Professor*

Graham **Jamieson**, Ph.D., University of Queensland; M.Sc, University of Queensland; B.Sc.(Hons), University of Queensland. *Lecturer*

Drew **Khentzos**, Ph.D., Australian National University; B.A (Hons), Macquarie University; BSc., University of Sydney. *Lecturer*

Jennifer **Loh**, Ph.D., University of Queensland; B.Sc.(Hons), University of Toronto. *Lecturer.*

John **Malouff**, Ph.D., Arizona State University; M.A., Arizona State University, J.D., University of Colorado; B.Sc., University of Southern Colorado. *Associate Professor*

Tony **Marks**, Ph.D., University of New England; B.A.(Hons), University of New England; B.Sc. (App Psych), University of Southern Queensland. *Lecturer*

Bill **Noble**, Ph.D., University of Manchester; M.A., University of Manchester; B.A.(Hons), University of Manchester. *Professor*

Ian **Price**, Ph.D., University of New England; DipEd, University of New England; B.Sc.(Hons), University of New England. *Lecturer*

Nicola **Schutte**, Ph.D., Arizona State University; M.A., Arizona State University; B.A., University of Maryland. *Associate Professor*

Dianne **Shanley**, Ph.D., University of Western Ontario; M.A., University of Western Ontario; B.A.(Hons), University of Alberta. *Lecturer*

Bruce **Stevenson**, Ph.D., Monash University; B.Sc.(Hons), Monash University. *Lecturer*

Andrew **Talk**, Ph.D., Rutgers University; M.Sc., Rutgers University; B.A., Southwestern University. *Lecturer*

Einar B **Thorsteinsson**, Ph.D., La Trobe University; B.A., Iceland University. *Lecturer*

Sue **Watt**, Ph.D., University of Western Australia; B.Sc.(Hons), University of Western Australia; B.A.(Hons), University of Western Australia. *Senior Lecturer*

## **Reading Course Component**

The following reading course topics will be offered in 2010. Students will be assigned to two reading courses as part of their PSYC401H or PSYC411 enrolment, and to one reading course for PSYC412.

Students should list their preferences for reading courses on the forms provided. For BA(Hons), BSocSc(Hons), BSc(Hons) and Postgraduate Diploma in Psychology, this is the Preferred Reading Course Form that is submitted when applying for entry. For BPsych(Hons), this is the Intention to Proceed form. Students entering PSYC412 as a part-time student will complete a second list of preferences for that unit.

We will do our best to allocate students to their preferred reading courses. However, there is a maximum number of students allocated to each course, so it is possible we may not be able to accommodate everyone's preferences. Where there are more preferences than places for a particular course, we will allocate by random lottery.

It is essential that applicants list all eight preferences with their application or intent forms. If you do not list preferences we will allocate you to reading courses that have sufficient places left after taking into account everyone else's preferences.

Each reading course is identified in the following list, presented in the alphabetical order of the presenter's surname, with the names of the presenters and their contact details also provided. If you wish to obtain further information on a reading course you can contact the relevant staff member. Staff members who are not offering a reading course in 2010 are not included in the list.

All reading courses run over the whole year. The form of assessment will vary from one reading course to another but they generally take the form of written assignment work, typically one or two essays to a total of no more than 6,000 words.

## Reading Course Topics, 2010

In alphabetic order of the presenter's surname.

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- Psychology and Environmental Problems

This course focuses on some of the most important and challenging problems facing modern society: global warming, overpopulation, resource depletion, pollution, unbridled consumerism, and unsustainable economic growth. During the course you will be responsible for reading one textbook and several articles about “green psychology” and discussing the issues in these readings with your peers. After completing the unit you will have a sound understanding of: (1) the magnitude and diversity of environmental problems currently threatening our planet, (2) the cognitive and behavioural factors that underlie these problems, and (3) how psychological principles can be applied to help sustain the environment.

Prerequisite:       None  
Presenter:         **Don Hine**  
                          (02) 6773 2731; [dhine@une.edu.au](mailto:dhine@une.edu.au)

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- Cognitive and affective neuroscience

This course examines the use of modern imaging and EEG technologies in the study of mental activity in the living human brain. We will study key theories of how mental processes are instantiated in their neural substrate. The role of functional integration within networks of specialised brain regions will be examined in processes such as attention, memory, affect and altered states of consciousness (including hypnosis). In addition this course will prepare students with the knowledge necessary for further involvement with the School’s EEG systems for carrying out actual research projects.

Prerequisite:       None  
Presenter:         **Graham Jamieson**  
                          (02) 6773 4279; [gjamieso@une.edu.au](mailto:gjamieso@une.edu.au)

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- The Application of Causal Attribution Theory to Social Behaviour

Commences with a review, at an advanced level, of fundamental principles and assumptions made by causal attribution theorists. Focus is then on an evaluation of one area to which the theory has been applied; students will each choose their own area of application after consultation at the first intensive school. Assessment is through two pieces of written work, and an oral presentation.

Prerequisite: A unit in Social Psychology.  
Presenter: **Don Martin**  
(02) 6773 2548; [dmartin@une.edu.au](mailto:dmartin@une.edu.au)

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- Personality: Research and Appraisal

Two contrasting approaches and one dyspeptic review comprise an introductory segment. Thereafter, consideration is given to five approaches: folkways (via the California Personality Inventory); the lexical hypothesis (the work of Cattell, Goldberg, Costa and McCrae); postulated basic elements (social relations, symbolic processes, self, self-schema, body-schema, soma); the hierarchical approach; personality and psychopathology.

There is no prescribed text, but access to journal articles will be assumed.

Pre-requisite: None  
Presenter: **Warwick Olphert**  
(02) 6773 5195; [wolphert@une.edu.au](mailto:wolphert@une.edu.au)

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- Addictive Behaviour

A wide range of behaviours that appear excessive or are associated with negative consequences have been described as addictive behaviours, including drug use, gambling, internet use, eating, exercise, sex, and criminality. This course will introduce you to diagnostic criteria, theoretical explanations, and treatment strategies associated with these behaviours.

Prerequisites: None  
Presenter: **Ian Price**  
(02) 6773 2653; [iprice@une.edu.au](mailto:iprice@une.edu.au)

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- Positive Psychology

Positive psychology is a new paradigm that emphasises individuals' strengths and growth potential. The positive psychology approach holds that well-being encompasses more than the absence of distress. Self-efficacy, emotional intelligence, mindfulness, and flow are examples of constructs studied in this area. Positive psychology has implications for prevention programs and therapy and applications in educational, occupational, and health care settings. After completing this reading unit students will have a sound understanding of theories and important research findings in this area and will have considered practical applications of positive psychology constructs of their choice.

Prerequisite: None

Presenter: **Nicola Schutte**  
(02) 6773 3379; [nschutte@une.edu.au](mailto:nschutte@une.edu.au)

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- The Nature of Mind

Different conceptions of *mind* are captured by two rival theories of mental activity. These theories are contrasted in terms of their internal coherence, ability to explain various psychological phenomena, and implications of each for how we see ourselves as human beings.

Prerequisite: A unit in or including Cognitive Science and/or Cognitive Psychology.

Presenter: **Bruce Stevenson**  
(02) 6773 2565; [bstevens@une.edu.au](mailto:bstevens@une.edu.au)

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- Neurobiology of Learning and Memory

We will read papers that examine the biochemical, morphological and electrophysiological mechanisms that underlie the storage and retrieval of information in neural systems. Our brains contain everything that we know about our lives and world, from how to ride a bike to our telephone numbers, and indeed, even our life stories. Neuroscientists over the past century have made great headway in identifying potential cellular mechanisms and critical brain areas for memory storage, and new discoveries are being reported every day. Each student will provide an oral presentation in seminar and two written works.

Prerequisite: None

Presenter: **Andrew Talk**  
(02) 6773 3725; [atalk@une.edu.au](mailto:atalk@une.edu.au)

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- Health Psychology

This reading course will examine the relationship between behaviour and health. The main emphasis will be on social support and adolescent coping. The theoretical examination of potential underlying factors for the support-health relationship will also be discussed

Prerequisite: None  
Presenter: **Einar Thorsteinsen**  
(02) 6773 2587; [ethorste@une.edu.au](mailto:ethorste@une.edu.au)

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- Topics in Applied Social Psychology

This reading course focuses on applying social psychology to solve real world problems. We will use the PATH model (Buunk & Van Vugt, 2008) to analyse and develop interventions for a range of specific problems. Students develop a portfolio of five assignments and participate in assessed Blackboard discussions at set intervals throughout the year. We will use the following prescribed textbook:

Buunk, A. & Van Vugt, M. (2008). *Applying Social Psychology: From Problems to Solutions*. Sage: London.

Prerequisite: A unit in Social Psychology  
Presenter: **Sue Watt**  
(02) 6773 2153; [sue.watt@une.edu.au](mailto:sue.watt@une.edu.au)

## **Individual Research Projects (PSYC402H)**

Full-time students, and part-time students who are in the second half of their first year of Honours study, need to consult potential supervisors for their research project. You should commence your search for a supervisor around August of the year preceding your project year. Staff are only able to supervise a very small number of students each year so it is possible that you will not be able to work with your preferred supervisor. You must ensure you talk to a number of people. Most staff are initially not able to confirm they will supervise you until they have given sufficient time for all interested students to consult them, so you generally can not expect an immediate confirmation.

As part of the process of selecting a supervisor, you should refer to the individual staff pages on the Psychology web page, to get a feel for the research areas staff are involved in (<http://www.une.edu.au/bcss/psychology/staff/>). You should also refresh your knowledge of the undergraduate unit that you may have completed with the relevant staff members. Once you have done this, arrange to speak to the staff concerned.

Full-time students and part-time students proceeding into their second year of Honours study need to submit a signed "Supervisor Agreement" form no later than 31 January of the year in which they are due to commence their research project. This form is completed by the student and signed by the supervisor, confirming that the student does indeed have a supervisor. It is the student's responsibility to ensure they have this form completed by the required date. The form is available from the Psychology website (<http://www.une.edu.au/bcss/psychology/programs/fourth-year-psyc.php>).

## PSYC412 Group Project for 2010

**Project Title: *The Broaden and Build Process, Self-Efficacy, and Improvements in Different Realms of Life***

**Supervisor: Nicola Schutte**

<i>Contact</i>	<i>phone</i>	...02 6773 3779.....
	<i>email</i>	...nschutte@une.edu.au.....
	<i>website</i>	...http://www.une.edu.au/staff/nschutte.php.....

**Field of Psychology:** positive psychology, broaden and build, self-efficacy, mental health, physical health, relationships, organisational psychology, educational psychology

### Summary of Background and Aims

This study follows the positive psychology paradigm, the central aim of which is to understand human strengths and to facilitate positive development.

The Broaden and Build Theory (Fredrickson, 2001; Fredrickson & Losada, 2005) holds that positive experiences, and especially positive mood, broaden individuals' thought and action capabilities. This broadening enhances individuals' enduring personal resources, including intellectual, social and psychological resources. Increased personal resources then can lead to better outcomes across various realms of life. Some empirical evidence (e.g., Fredrickson, Cohn, Coffey, Pek & Finkel, 2008) supports the proposition that increases in positive mood lead to increases in resources. Fredrickson et al. (2008) found that a mindfulness intervention increased positive emotions. The increase in positive emotions was associated with increases in personal resources such as purpose in life, social support and decreased illness symptoms. Increases in personal resources in turn were associated with increases in life satisfaction and decreases in symptoms of depression.

A psychological resource not yet investigated in the context of the Broaden and Build Model is self-efficacy.

Self-efficacy may be a catalyst for positive change in various important realms of life. Self-efficacy is the belief that one can bring about a desired outcome (Bandura, 1997). Bandura suggested that self-efficacy in a realm can be increased through 1) personal mastery experiences in the realm, 2) vicarious mastery experiences (observation of a similar other who is successful), 3) verbal persuasion by others, and 4) physiological and affective states. Greater self-efficacy has been associated with various good outcomes (e.g., Bandura, 1997). Even though self-efficacy has generally been conceptualised as realm specific (Bandura, 1997), there is evidence that self-efficacy may also be an individual difference characteristic that has consistency across realms and situations (Scherbaum, Cohen-Charash, & Kern, 2006).

The planned study will examine whether general self-efficacy is a meaningful psychological resource that is enhanced by the broaden and build process. A related aim of the project is to examine the extent to which degree of change in general self-efficacy in the intervention group participants is related to improvements in important realms of life.

### **Method and Design**

The study is designed for participation by 20 student researchers. Each student researcher will be asked to recruit and be responsible for carrying out the design with 30 participants, with 15 participants in each student's recruitment group being in one of the two experimental conditions.

Students will work in groups of four, with each group focusing on one of the following five life outcomes: relationship satisfaction, work satisfaction, illness symptoms, general mental health, and academic engagement. Participants recruited by the students focusing on work satisfaction will be working adults while the participants recruited by the students focusing on academic engagement will be university or TAFE students. A community sample of adult participants can be recruited by the other student researcher groups. The core measures for each group will be set and each student will be asked to develop a short assessment that adds information to the topic area of the group. For example, a student in the work satisfaction group might develop a short assessment of absenteeism to add to the core measures. The students in each working group of four will pool data; this will result in each student having 120 participants' data to work with, including responses from the 120 participants for the short assessment he or she developed.

Student researchers will recruit participants who wish to increase their quality of life. All participants will be asked to complete pre-test measures of past week mood (assessed through the Positive and Negative Mood Scales – PANAS; Watson et al., 1988) and general self-efficacy (assessed through the Perceived General Self-efficacy Scale; Scherbaum et al., 2006). Participants recruited by the four students focusing on a certain life outcome will also be asked to complete a general measure assessing that realm as well as each of the four brief assessments developed by students in the group. For example, participants recruited by student researchers in the relationship satisfaction group will complete the Relationship Assessment Scale (Hendrick, 1988) and each of the four short assessment measures created by the four students.

After participants have completed the pre-measures, student researchers will randomly assign them to a broaden and build intervention condition or a wait list control condition. Participants in the broaden and build intervention condition will receive a workbook containing exercises based on previous interventions relating to the broaden and build model. Participants will be asked to complete the exercises in the workbook during a three week period. Three weeks after having completed the pre-measures, participants in both the intervention and the control condition will be asked to complete the same measures they completed at pre-test. After they have completed the post-measures, participants in the control group will be sent the broaden and build workbook so that they can have the potential benefits of completing the exercises.

### **Theoretical and/or Applied Implications**

The results of the project will provide information regarding whether general self-efficacy is a psychological resource enhanced by the broaden and build process and whether self-efficacy serves as a catalyst for positive change across a variety of realms. Further, the results of the project will provide information regarding whether positive mood may be a source of self-efficacy. As well as having theoretical implications, this information will have implications for future intervention programs.

### **Time Required on Campus**

Attendance at group meetings during the Autumn and Spring residential schools is required. No time is required on campus for data collection.

### **Statistical Techniques**

T-test, Correlation, ANCOVA, Regression
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### **Main research questions to be addressed**

#### *Group A.*

- 1) An intervention based on the Broaden and Build theory will result in
  - a. Increases in positive affect
  - b. Increases in general self-efficacy
  - c. Increases in relationship satisfaction
- 2) Greater increases in positive affect in the intervention group will be associated with greater increases in relationship satisfaction
  - a. General self-efficacy
  - b. Relationship satisfaction
- 3) Greater increases in self-efficacy in the intervention group will be associated with greater increases in relationship satisfaction.

#### *Group B.*

- 1) An intervention based on the Broaden and Build theory will result in
  - a. Increases in positive affect
  - b. Increases in general self-efficacy
  - c. Increases in work satisfaction
- 2) Greater increases in positive affect in the intervention group will be associated with greater increases in
  - a. General self-efficacy
  - b. in work satisfaction
- 3) Greater increases in self-efficacy in the intervention group will be associated with greater increases in work satisfaction

*Group C.*

- 1) An intervention based on the Broaden and Build theory will result in
  - a. Increases in positive affect
  - b. Increases in general self-efficacy
  - c. Decreases in illness symptoms
- 2) Greater increases in positive affect in the intervention group will be associated with greater
  - a. Increases in general self-efficacy
  - b. Decreases in illness symptoms
- 3) Greater increases in self-efficacy in the intervention group will be associated with greater decreases in illness symptoms

*Group D.*

- 1) An intervention based on the Broaden and Build theory will result in
  - a. Increases in positive affect
  - b. Increases in general self-efficacy
  - c. Increases in general mental health
- 2) Greater increases in positive affect in the intervention group will be associated with greater increases in
  - a. General self-efficacy
  - b. general mental health
- 3) Greater increases in self-efficacy in the intervention group will be associated with greater increases in general mental health

*Group E.*

- 1) An intervention based on the Broaden and Build theory will result in
  - a. Increases in positive affect
  - b. Increases in general self-efficacy
  - c. Increases in academic engagement
- 2) Greater increases in positive affect in the intervention group will be associated with greater increases in
  - a. General self-efficacy
  - b. Academic engagement
- 3) Greater increases in self-efficacy in the intervention group will be associated with greater increases in academic engagement

Each student will work on analysing pooled data collected by his or her group, with a special focus on the brief outcome assessment he or she devised.

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