



University of New England

Fourth Year in Psychology 2012

Information for prospective students

Applications Close 31 October, 2011

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Welcome to **Psychology at UNE**

Part of the School of Behavioural, Cognitive and Social Sciences



Introduction

Welcome to Psychology at UNE. This document describes our fourth year programs as planned for 2012. Entry requirements, the structure of the programs, descriptions of the various components, details about the reading courses, and how to apply are provided here.

UNE is one of Australia's leading regional universities. Our long history as a research-focused University has led to outstanding research in many areas. Our Fourth Year students, and our Masters and PhD students, have played a substantial role in creating this research strength. You can be assured of skilled research supervision and excellent facilities that will provide you with the best chance of completing an outstanding research project. In addition, our Fourth Year in Psychology will build a firm foundation in professional skills and knowledge which will help establish you in a satisfying professional career.

Contents

The Fourth Year programs at UNE	2
Entry requirements	3
Entry into Honours	3
Entry into the Postgraduate Diploma in Psychology	3
Entry into the Fourth Year of the BPsych(Hons)	4
Structure of the programs	4
Structure of the Honours program	4
Structure of the Postgraduate Diploma in Psychology Program	6
Additional information	7
The Core Topics	9
The Group Research Project (PSYC412 only)	9
Individual Research Projects (PSYC402H only)	10
Reading Course Topics in 2012	12
How to Apply for Fourth Year in Psychology at UNE	18
Academic Teaching Staff in Psychology at UNE	19

The Fourth Year programs at UNE

Psychology at UNE offers two fourth year programs in 2012.

These are:

- (i) **the Honours program;** and
- (ii) **the Postgraduate Diploma in Psychology.**

Both provide a professionally accredited fourth year in Psychology¹. The **Honours** program qualifies students for further postgraduate study (for example, PhD or Masters in Clinical Psychology), whereas the **Postgraduate Diploma in Psychology** provides only limited access to further postgraduate study. The programs differ in how the research component is conducted.

Please note that there are limited places in both programs. Competition for places may mean that higher grades than those specified below are required to receive an offer of a place. In other words, qualifying for entry does not guarantee an offer of a place in either program. That will depend on your average grade in psychology units at the 200- and 300-level. Students will be ranked on the basis of this average and the top applicants will be offered a place in the program.

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 system at UNE is:

Pass (P):	50% – 64%	Distinction (D):	75% – 84%
Credit (C):	65% – 74%	High Distinction (HD):	85% – 100%

Students applying from other universities need a level of attainment comparable to those specified below. Where unit marks are available on a transcript, they will be used to determine comparability to UNE grades. Also note that PSYC202 is mentioned several times below. This unit was previously known as PESS202 (i.e., a 200-level Research Methods and Statistics unit) and substitutes for PSYC202 in the descriptions below. Units described as “PSYC units” in the descriptions below refer to those unit codes at UNE that begin with the letters PSYC.

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

Entry requirements

Entry into Honours

Honours in Psychology can be studied as a separate honours year in the BA(Hons), BSocSc(Hons), or BSc(Hons) degrees.

To be considered for entry into the Honours program you must have a degree, obtained within the last ten years, with an APAC-accredited three-year sequence which meets the minimum requirements.

The **minimum requirements at UNE** are:

- PSYC101 and PSYC102.
- Credit in PSYC202 plus two Credits and one Pass in other PSYC units at the 200-level. For students starting their degree in 2009 onwards, the 200-level units are PSYC200, 202, 206 and 213.
- Three Distinctions and one Credit in PSYC units at the 300-level, including PSYC302. For students starting their degree in 2009 onwards, the 300-level units are PSYC301, 302, 366 and an additional 6 credit points in psychology at the 300-level.

Entry into the Postgraduate Diploma in Psychology

To be considered for entry into the Postgraduate Diploma in Psychology you must have a degree, obtained within the last ten years, with an APAC-accredited three-year sequence which meets the minimum requirement of an average grade of Credit across the 200- and 300-level psychology units.

The **minimum requirements at UNE** are:

- PSYC101 and PSYC102.
- Four PSYC units at the 200-level, including PSYC202. For students starting their degree from 2009 onwards, the 200-level units are PSYC200, 202, 206 and 213.
- Four PSYC units at the 300-level, including PSYC302. For students starting their degree from 2009 onwards, the 300-level units are PSYC301, 302, 366 and an additional 6 credit point unit in psychology at 300-level.

An average credit is determined by assigning HD = 7, D = 6, C = 5, and P = 4 across the 200-level and 300-level research methods and statistics units and the 6 most recent other 200- and 300-level psychology units.

Each application for Honours or the PGDP is required to include a completed “*self-assessment*” form available from the Psychology fourth year website.

Entry into the Fourth Year of the BPsych(Hons)

The BPsych(Hons) degree is an integrated four year degree with progression requirements that students must satisfy in order to stay in the degree. Provided these are met, entry into the fourth year is guaranteed. The BPsych(Hons) degree is entered at the undergraduate level. Please do not get confused between the fourth year of the BPsych(Hons) and Honours in Psychology. All applicants for Honours except the BPsych(Hons) should nominate BA(Hons), BSc(Hons) or BSocSc(Hons) depending on the nature of the units in their 3 year degree.

The present requirements apply to students who **commenced their degree at UNE from 2005 onwards**, either as a transfer from another degree or as a commencing student. These minimum requirements are:

- 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 BPsych(Hons) **prior to 2005** the progression requirements are:

- 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.

Structure of the programs

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 the first year and PSYC402H in the second year. For part-time students, enrolment in PSYC402H is dependent on 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 three main components. A pass in the unit requires at least a pass mark in all three components. The two Reading Courses are designed to provide advanced study in two specialised areas of psychology while the Core Topics are designed to provide a set of topics mainly related to the skills required in professional psychology but may contain other topics from time to time. Further details about these components can be found later in this booklet. All three components require participation in class seminars and activities at the Intensive schools.

Students enrolled in PSYC401H are required to attend two Intensive Schools throughout the year, in April and August (in 2012).

PSYC402H is comprised of an 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 develop an initial research idea and then approach a suitable staff member to act as supervisor to develop the research idea further. 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 PSYC401H.

402H students are required to attend an Intensive School in mid February to finalise their research proposal and gain approval from the staff of psychology for the project to proceed.

PSYC403H. Starting in 2011, PSYC403H was introduced. The 403H unit is exactly equivalent to PSYC402H, but is coded differently to attract higher government funding associated with conducting research in the biopsychology or EEG fields. Research in these areas can be quite expensive and the extra funding allows Honours projects in these areas to be better resourced. In the remainder of this document, and on the Blackboard site, wherever PSYC402H is cited, the same points also apply to PSYC403H.

Questions regarding applications and enrolment can be made to the fourth year coordinator, or to Libby Fitzgerald.

Summary of Honours structure		
UNIT	COMPONENTS	CONTRIBUTION TO HONOURS
PSYC401H	1) Reading Course 1	12.5%
	2) Reading Course 2	12.5%
	3) Core Topics:	
	Interviewing Skills	5%
	Professional Ethics	5%
	History & Theory	5%
	Psychological Testing	5%
	Psychological Interventions	5%
	PSYC402H	1) Independent Research Project

Structure of the Postgraduate Diploma in Psychology Program

The *Postgraduate Diploma in Psychology* (PGDP) 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 exactly the same as PSYC401H. Please see the notes on PSYC401H for details.

PSYC412 is comprised of one Reading Course and one Group Research Project. The Group Project is designed and supervised by a member of academic staff. Students in a Group 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 Project and is due in the middle of the year. The second is an empirical research report, also no longer than 4,500 words, and is due at the end of the year. Students enrolled in this unit attend a mandatory intensive school in April and another in August along with 411 and 401H students. This allows group meetings for discussion of the project, as well as attendance at the advanced reading course seminars. A brief description of the group research project offered in 2012 is provided later in this booklet.

Summary of PGDP structure		
UNIT	COMPONENTS	CONTRIBUTION TO PGDP
PSYC411	1) Reading Course 1	12.5%
	2) Reading Course 2	12.5%
	3) Core Topics:	
	Interviewing Skills	5%
	Professional Ethics	5%
	History & Theory	5%
	Psychological Testing	5%
	Psychological Interventions	5%
PSYC412	1) Reading Course 3	12.5%
	2) Group Research Project	37.5%

Additional information

Once you meet the minimum criteria

Honours applicants who meet the minimum criteria also have an average computed in the same way as indicated above for PGDP applicants. More specifically, your grades in (i) your 200-level research and statistics unit or equivalent, (ii) your 300-level research and statistics unit or equivalent, and (iii) your other six most recent psychology units completed at the 200- and 300-level will be assigned a value of HD = 7, D = 6, C = 5, and P = 4 and used to compute an average score. 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 PGDP was an average grade between Credit and Distinction.

If your accredited major is more than ten years old

Where an accredited major in psychology is more than ten years old *and meets the requirement of a Credit average*, you are advised to update your qualifications by re-sitting the third year of your major. You can do this at UNE by completing four units in PSYC at third year level (including PSYC302) in the Graduate Certificate in Arts

(see <http://www.une.edu.au/courses/courses/GCA>).

Where the accredited major in psychology is more than ten years old *and does not meet the requirement of a Credit average*, you are advised to upgrade your qualifications by completing a new accredited major in psychology in the Graduate Diploma in Psychology (previously the Graduate Diploma in Social Science was used for this purpose).

In both cases, the minimum requirements specified above still apply for entry into the fourth year.

The Graduate Diploma in Psychology

The Graduate Diploma in Psychology (GDP) provides a vehicle for entry into our fourth year programs. The GDP is suitable for students who have completed a degree in another discipline (or whose degree is greater than 10 years old and does not satisfy minimum requirements) and wish to move into psychology. Detailed information about using the Graduate Diploma in Psychology for a career in Psychology is provided at

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

Contact our Academic Coordinator, Libby Fitzgerald (libby.fitzgerald@une.edu.au or 02 6773 3189) or Dr Bruce Stevenson (bstevens@une.edu.au or 02 6773 2565) for more information on the GDP.

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.

Dates for the 2012 Intensive Schools have been set as 17-20 April and 21-24 August for PSYC401H, PSYC411, and PSYC412. PSYC402H and PSYC403H students attend an intensive school on 13-17 February. *Please note that UNE is changing to a trimester system in 2012 and some of the dates for intensive schools and end-of-year due dates for written work have changed considerably from previous years.*

The intensive schools for PSYC401H, PSYC411 and PSYC412 are comprised of lectures, seminars, and activities associated with the Reading Courses and the Core Topics. PSYC412 students also meet to discuss their Group Project work with their supervisors and fellow group members. The February school for PSYC402H is comprised of sessions on research and statistics, finalisation of the student's proposed research project, and defense of that proposal in seminars consisting of academic staff and other students. In addition, time is set aside at the Intensive Schools for use of UNE facilities while on-campus.

Studying Fourth Year Part-time or Full-time

External enrolment in Honours or the PGDP is normally part-time. Individual permission from the Fourth Year Coordinator is required before an external full-time enrolment is possible. For our fourth year units to be completed satisfactorily a substantial investment of time and effort is required. The Coordinator needs to be assured that individual circumstances are such as to allow genuine full-time study.

Studying Fourth Year Off-campus or On-campus

There is no essential difference between Off-campus and On-campus study of Fourth Year. Students in both modes are required to attend the Intensive schools and there are no other lectures, seminars, or activities associated with On-campus study compared to Off-campus study. However, On-campus study does allow easy access to academic staff and UNE facilities such as laboratories (EEG, biopsychology, testing facilities), the Library, and computing facilities.

Self-assessment forms

These forms are available from the Psychology at UNE website. Each application is required to include one of these forms. Although each application and transcript will be examined carefully, your preliminary assessment will ensure that the processing of your application occurs more quickly.

The Core Topics

Five topics considered essential to your development as a psychologist are provided for all students. Generally these relate to the skills and knowledge required of professional psychologists but the topics may change from time to time and may not always be directly related to professional work. The topics will be run over the whole year in 5 sequential seven-week modules (although there will be some overlap). Each module will have its own combination of material to read and activities and assessments. The order in which the topics are presented depends on staff availability and may vary from that indicated in the previous tables. The exact detail associated with each Topic will be provided early in 2012 to those students offered a place in one of our Fourth year programs. All topics will require online access. All students will be required to pass the Core Topics component to obtain a pass in the unit overall. *Note, the change to trimesters in 2012 may necessitate a change in how the Core Topics are designed or arranged compared to 2011.*

The Group Research Project (PSYC412 only)

In 2012, there will be one Group Research Project available supervised by Dr Nicola Schutte. The general theme of the project is positive psychology. More detail is provided below.

Project Title: Sustainable Positive Affect

Project Supervisor: Nicola Schutte

The project is based on the positive psychology paradigm, the central aim of which is to understand human strengths and to facilitate positive development. An important construct in positive psychology is positive affect and substantial study has focused on understanding the nature of positive affect and on approaches to increasing positive affect and helping individuals sustain these increases in positive affect.

Research in this area of sustainable positive affect has mainly examined the effect of aspects of interventions intended to impact sustainable positive affect. The present project will determine whether having motivation and competencies related to increasing positive affect through volitional, self-congruent, and broadening cognitive and behavioural activity may be an individual difference characteristic. Such a focus on assessing capacity for sustainable positive affect as an individual difference characteristic is in keeping with the positive psychology focus on understanding human strengths. Individual capacity for sustainable positive affect may be a personal resource that can be targeted and strengthened.

The project is designed for participation by approximately 20 student researchers. Student researchers will collaborate in pooling information collected from participants, but will investigate individual research questions aligned with the project and will prepare individual literature reviews and empirical reports for the thesis component of the course. Individual research questions will focus on the relationship of sustainable affect with qualities such as life satisfaction, relationship satisfaction, mental health, mindfulness and self efficacy, and differences between groups in sustainable possible affect. Attendance at group meetings during the April and August intensive schools is required. No time is required on campus for data collection.

Individual Research Projects (PSYC402H only)

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. Academic staff are only able to directly supervise a 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. Also keep in mind, that most staff are not able to confirm they will supervise you until they have given sufficient time for all interested students to consult them, so you generally cannot 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 member 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>).

Reading Course Components

The following reading course topics will be offered in 2012. Students will be assigned to two reading courses as part of their PSYC401H or PSYC411 enrolment, and to a third reading course for PSYC412. All efforts will be made to assign students to their preferred reading courses. However, there is a limit on the number of students that can be assigned to each course, so it is possible we may not be able to accommodate everyone's preferences.

There are two pools of Reading Courses. This is to allow better scheduling at the Intensive Schools. You will be assigned a Reading Course from each pool and so you are required to cite your preferences for each pool. Reading Courses are identified here in brief form with more detailed descriptions following and are presented in both lists in the alphabetical order of the presenter's surname. 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 2012 are not included in these lists.

All reading courses run over the whole year. The form of assessment will vary from one reading course to another but generally takes the form of written assignment work, typically one or two essays to a total of no more than 6,000 words. Some Reading Courses have pre-requisites. Please take note of these and indicate on the forms what you have done to satisfy

this pre-requisite. Some Reading Courses also have prescribed textbooks. Again, please read each description carefully.

Pool A		Pool B	
1	Language Acquisition	1	Medical
2	Causal Attribution	2	Behavioural Genetics
3	Positive Psychology	3	Cognitive & Affective
4	Nature of Mind	4	Interpersonal Skills
5	Neurobiology	5	Personality
6	Applied Social	6	Addictive Behaviour

In 2012, each person offered a place in either the Honours program or the PGDP will be asked to provide a list of their four highest preferences within each Pool. This will occur when the offers of a place are made in early December. There is no need to do anything in regard to these Reading Courses when you submit your application.

If you are intending to enrol in PSYC411 and PSYC412 *full-time*, the third Reading Course will be taken from the list obtained after a successful application. If you intend to enrol in PSYC412 *only* (i.e., as a part-time student completing the PGDP), you will be notified (in early September) that a “Preferred Reading Course 412” form is required to be completed. This form will determine your 3rd Reading Course for PSYC412. BPsych(Hons) students, entering their 4th year, will be notified early in the second half of their 3rd year to complete & submit the “Intention to Proceed” form. This form also asks for Reading Course preferences.

Instructions for submitting your reading list preferences will be provided when you are contacted to submit this information.

Reading Course Topics in 2012

In alphabetic order of the presenter's surname, Pool A and then Pool B

Pool A

- **1) Language Acquisition**

Presenter: **Drew Khlentzos**
(02) 6773 3208; dkhlentz@une.edu.au
Pre-requisite: None

In spite of large variations in the context, culture and environmental circumstances in which they achieve this and marked differences in their cognitive abilities and motivation, by the age of 4 or 5 almost every child acquires near adult competence in the language to which they are exposed. How do they achieve this remarkable feat? This course will introduce you to the main theories of language acquisition

Assessment: Two 3,000 word assignments (50% each) due in May and September.

- **2) The Application of Causal Attribution Theory to Social Behaviour**

Presenter: **Don Martin**
(02) 6773 2548; dmartin@une.edu.au
Pre-requisite: A unit in Social Psychology.

This course commences with a review, at an advanced level, of the 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: Two 2,500 word assignments the first contributing 40% to the final mark and the second contributing 50% to the final mark, plus an oral presentation at the August Intensive School, contributing 10%.

- **3) Positive Psychology**

Presenter: **Nicola Schutte**
(02) 6773 3379; nschutte@une.edu.au
Pre-requisites: None

Positive psychology emphasises the strengths and growth potential of individuals and groups. The positive psychology approach holds that well-being encompasses more than the absence of distress. Self-efficacy, emotional intelligence, positive affect, 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 course 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.

Assessment: One 2,500 word essay due in May (50%). A 5 minute oral presentation at the August intensive school (5%). One 2,500 word assignment due in September (45%).

- **3) The Nature of Mind**

Presenter: **Bruce Stevenson**
(02) 6773 2565; bstevens@une.edu.au
Pre-requisite: A unit in or including Cognitive Science and/or Cognitive Psychology.

In cognitive science 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.

Assessment: Two 3,000 word assignments (50% each) due in May and September.

- **4) Neurobiology of Learning and Memory**

Presenter: **Andrew Talk**
(02) 6773 3725; atalk@une.edu.au
Pre-requisite: None

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.

Assessment: Each student will provide two oral presentations in seminar (each worth 5% of the RC) and two 2500 word essays (worth 45% each), due in May and September.

- **6) Topics in Applied Social Psychology**

Presenter: **Sue Watt**
(02) 6773 2153; sue.watt@une.edu.au
Pre-requisite: A unit in 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 specific problem selected by the student. We will use the following prescribed

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

Assessment: Students produce two written assignments (40% each), participate in assessed Moodle discussions at set intervals throughout the year (10% overall), and give a 10-minute presentation at the August intensive school (10%).

Pool B

- **1) Medical Psychology**

Presenter: **Rhonda Brown**
(02) 6773 2410; rhonda.brown@une.edu.au
Pre-requisite: None

This reading course examines the chronic illness experience, including: the impact of chronic disease (e.g., cancer, multiple sclerosis, rheumatoid arthritis, diabetes) or conditions (e.g., obesity) on psychosocial function and quality of life, and the impact of stress and psychosocial factors (e.g., coping, psychological distress, behaviour, cognitions) on chronic disease outcomes (e.g., death, pain, symptoms, relapse). The medical and psychological management of these patients is also examined, as are evidence-based treatments for psychological distress.

Assessment: One 5,000 word essay on patient's experiences of a particular chronic illness or condition, due in September.

- **2) Behavioural Genetics**

Presenter: **Will Coventry**
(02) 6773 2846; wcoentr@une.edu.au
Pre-requisite: None

This course explores whether genes or the environment or both explain disease and behaviour. It will look at the latest developments in the nature nurture debate, and will detail the methods (e.g., twin and adoption studies) used to assess the relative influence of genes and the environment. It will also explore the heredity component in detail: specifically, the molecular genetics of single-gene and complex-gene disorders. The reading course will provide you with an understanding of the methods of the field, to ensure you are sufficiently skilled to interpret and critically evaluate findings from the field yourself. The field is presented in light of its historic and present day significance.

Text: Plomin, R., DeFries J. C., McClearn, G. E., & McGuffin, P. (2008). Behavioral genetics, 5th Ed., New York, NY: Worth Publishers. ISBN 13: 978-1-4292-0577-1

Assessment: The course will be comprised of two equally weighted parts. The first part will require a review of the Behavioural Genetics literature on a topic of your choice and will be assessed with a 3,000 word essay, due in May. Some examples include IQ, reading, schizophrenia, autism, depression, sexual orientation, ADHD, and divorce. The second part will be based on the above text and will be assessed with an in-class, 1½ hour test of short-answer questions held during the August intensive school.

- **3) Cognitive and affective neuroscience**

Presenter: **Graham Jamieson**
(02) 6773 4279; gjamieso@une.edu.au
Pre-requisite: None

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.

Assessment: One 6,000 word assignment due in September.

- **4) Assessment and Teaching of Interpersonal Skills**

Presenter: **John Malouff**
(02) 6773 3776; jmalouff@une.edu.au
Pre-requisite: None.

This course examines methods of assessing and teaching interpersonal skills. Interpersonal skills covered range from basic skills for children and psychologically impaired adults to sophisticated adult skills such as parenting, running meetings, supervising employees, and negotiating with hostage-takers. Students will complete a skills-training project with someone who wants to improve specific interpersonal skills.

Assessment: Exam at intensive school in April contributing 50% to the final mark. Written assignment due September contributing 45% to the final mark. A brief oral presentation about the assignment will be required at the August intensive school contributing 5% to the final mark.

- **5) Personality: Research and Appraisal**

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

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.

Assessment: Two 3,000 word assignments (50% each) due in May and September.

- **6) Addictive Behaviour**

Presenter: **Ian Price**
(02) 6773 2653; iprice@une.edu.au
Pre-requisites: None

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.

Assessment: One 2,500 word essay due in May (45%), one 2,500 word assignment due in September (45%), and one 5-10 minute oral presentation at the August intensive school (10%).

How to Apply for Fourth Year in Psychology at UNE

Applications close on 31st October, 2011

Please visit the [Psychology at UNE](#) website for further information about admission applications and associated forms.

The admission application form for **Honours in Psychology** is available from the UNE Student Centre web page

<http://www.une.edu.au/for/current-students/course-information/bach-hons-info.php>.

The admission application form for the **Postgraduate Diploma in Psychology** is available at www.une.edu.au/for/future-students/postgraduates/admissions.php.

In addition

- Each application for Honours or the Postgraduate Diploma should be accompanied by a “*self-assessment*” form available from the Psychology at UNE website above. This form is to assist in the initial assessment of applications, making it easier and quicker for us to evaluate your application. This form should be up-loaded with your application for admission.
- Each application will require an official university transcript.

Please contact Libby Fitzgerald (libby.fitzgerald@une.edu.au or 02 6773 3189) for further information on the application process.

Academic Teaching Staff in Psychology at UNE

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 Psychology in 2012.

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

Will **Coventry**, Ph.D., University of New England; B.A.(Hons), University of Queensland; Grad Dip Soc Sci, University of New England; B Ag Eco, University of Sydney. *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. *Senior Lecturer*.

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

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

Drew **Khlemtzos**, Ph.D., Australian National University; B.A (Hons), Macquarie University; BSc., University of Sydney. *Associate Professor*.

Amy **Lykins**, Ph.D., University of Nevada, Las Vegas; B.A.(Hons), Indiana University. *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. *Senior 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 (NE), 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*.

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. *Senior 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*.