

# Bachelor of Psychology

Degree Requirements (for students who enrolled in 2003-2006)

Students of the BPsyc will complete the following programme of study in Psychology, with the remaining credit points taken from the H&BS, Science or General Schedules:

## 100-Level

### **Foundations in Psychology A**

Introduces students to the science of Psychology. Content will focus on the way the individual's biological and psychological systems function. In particular, the subject will examine the biological bases of human behaviour, lifespan development, motivation and emotion, personality, and consciousness.

### **Foundations in Psychology B**

Examines the way in which individuals perceive and learn about their world, the ways in which group membership influences behaviour, the nature of psychological dysfunction, and the role of Psychology in influencing health. Topics covered include learning, perception, memory, cognition, Psychology of abnormality, social Psychology, and human relations.

### **Theory, Design and Statistics in Psychology**

Introduces students to scientific methods, the design of psychological research, data analysis and interpretation. Emphasis will be placed on the acquisition of fundamental statistical skills and a capacity for critical evaluation of research design, in both experimental and non-experimental applications. Ethical issues in psychological research will be addressed.

## 200-Level

**Must complete the following subjects:**

### **Statistics and Measurement 1**

*Note: from 2007, Quantitative Methods will count instead of Statistics & Measurement 1*

Students are introduced to fundamental concepts underlying measurement and quantification in psychology. This subject covers statistical methods used in psychology with an emphasis on choosing appropriate analyses for given research designs. The subject also introduces students to the concepts of testing and assessment in psychology, including the assessment of personality, ability and aptitude. The practical aspects of test administration and interpretation in organisational and clinical settings will be discussed, including ethical issues relating to psychological testing. Students will also obtain skills in using SPSS to analyse psychological data.

## **Statistics and Measurement 2**

*Note: from 2007, Applied Psychology will count instead of Statistics & Measurement 2*

This subject consists of two distinct but related components. In the first component students are introduced to a general linear modelling approach to analysis of variance and regression. In the second component students are introduced to the statistical theory underlying psychological testing, including classical and modern test theories. Students will experience extensive use of SPSS in analysing general linear models, and examining the psychometric properties of psychological tests.

## **Personality**

Provides overviews of, and bases of comparison between, many of the major approaches to personality. These include psychoanalysis, behaviourism, existentialism, personal construct Psychology, neo-Freudian approaches, trait theory, social learning theory and humanistic Psychology. Coverage includes both accounts of normal and abnormal personalities, individual differences, developmental dimensions, relevant research and therapeutic relevance where appropriate.

## **Biological Psychology and Learning**

Introduces the physiological mechanisms underlying behaviour and changes in behaviour brought about by experience, as well as the psychophysiological measures frequently employed to study these processes. Topics include the nervous and endocrine systems, arousal, attention, learning, memory, language, Pavlovian and instrumental conditioning, habituation and orienting reactions.

## **Cognition and Perception**

Provides an overview of two broad content areas in experimental Psychology. Perception is the study of how information is acquired from the environment through sensory organs. Cognition is concerned with the storage, manipulation and retrieval of such information. Topics covered include visual and auditory perception, memory, language, categorisation and reasoning.

## **Developmental and Social Psychology**

Discusses core issues in child and adolescent development with an emphasis on individual behaviour in the social context. The first half of the course provides a developmental framework from the pre-natal stage to the transition to adulthood. The second half emphasises the contributions of social Psychology to understanding individual behaviour.

## **Optional:**

### **Psychology of Physical Activity**

Examines key aspects of the body of evidence on the health benefits of physical activity, how physical activity habits may be conceived of and measured; and, how physical activity is distributed in populations and its major determinants. It also considers relevant theory and method from health psychology and exercise science and has a strong health-outcomes, epidemiological and population-health flavour. It deals with how psychological theories or models can guide both smaller- and large-scale interventions to promote physical activity; with the evidence base on which interventions can be developed; and, with the evidence on the effectiveness of individual, small group, community and mass-reach intervention strategies.

### **300-Level**

#### **History and Metatheory of Psychology**

Introduces (1) the origins and development of major approaches in modern Psychology, and (2) important conceptual issues in Psychology. Topics include materialist and causal views of Psychology, behaviourist analyses of mental processes, psychoanalytic explanation, rationalist and phenomenological accounts of mind and ethical and ideological considerations in Psychology.

#### **Design and Analysis**

Develops skills in the design and analysis of research investigations involving statistics. Statistical computing is an essential part of the course. Topics covered: statistical techniques in psychological research, experimental and observational research designs, analysis of survey data; analysis of variance and covariance; regression; factor analysis; multivariate analysis.

#### **Psychology of Abnormality**

Involves a systematic examination of the variety of mental disorders found in adults and children. In addition to the descriptive psychopathology, necessary to identify the disorders, contemporary issues relating to theories of causation and treatment are examined. Clinical assessment and methods of therapeutic intervention make up an important component of this course.

**and three subjects selected from the following groups, which must include at least one experimental subject:**

#### **Experimental subjects:**

##### **Advanced Topics in Cognition**

This subject offers more advanced training in experimental psychology, and particularly the method and theories of cognitive psychology. It is one of the subjects that provides a solid grounding in empirical psychology. The subject will extend students' knowledge of cognitive psychology from the framework acquired in PSYC236. It provides a detailed examination of a number of areas which may include short-term-memory, the psychology of reading, face recognition and reasoning. The practical program involves extensive experience of experimentation in cognitive psychology where students will act both as participants and researchers. Some of these experiments will be written up as lab reports or short assignments.

##### **Visual Perception**

Covers each of the visual perceptual modalities in turn - lightness and colour; motion; shape and object perception; depth and stereopsis; spatial and temporal resolution - and the applications of each, uniting them by focusing on the environmental variables to which the visual system is sensitive, and the neural mechanisms underlying such sensitivities.

##### **Psychophysiology**

Concentrates on psychophysiology as the systematic examination of peripheral and central physiological correlates of perceptual and cognitive functioning. Students will attain a basic level of proficiency in the electrical recording and assessment of a range of autonomic

measures (muscle, respiratory, cardiovascular, and electrodermal activity), as well as the traditional central indicators (EEG and event related potentials).

### **Further options:**

#### **Change Throughout the Lifespan**

This subject focuses on the kinds of changes that occur to people throughout their life and ways to facilitate and cope with those processes. Changes in intelligence, personality and social interactions in adulthood and old age are considered. Theories concerning the nature of life-span change are addressed, along with relevant empirical studies. One approach to understanding and facilitating changes, personal construct psychology, will be considered in detail. Some personal exploration will be undertaken by those enrolled.

#### **Assessment and Intervention**

This subject provides students with an overview of widely used psychological assessment procedures (including personality and intelligence assessments). Intervention programs and their efficacy will also be discussed, as well as ethical and legislative requirements and consumer and carer participation. Areas of focus will include both clinical and non clinical settings. The subject will also deal with the counselling process by introducing students to basic interviewing skills used in counselling. Seminar and Workshop Sessions will provide students with an opportunity to observe counselling micro-skills and participate in group discussions and seminars.

#### **Social Behaviour and Individual Differences**

This subject allows students to study selected topics in social psychology in more detail. The emphasis is on the extent to which one can explain social behaviours (eg. prejudice, crime, close relationships, particular adolescent behaviours) in terms of individual differences and personality traits. An integral part of the subject will include the formulation of a research proposal by each student.

**Before entering 400-level students will complete 144 credit points.**

#### **400-Level - Psychology Honours**

The Honours program is made up of:

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The Honours program is made up of:

1. PSYC410 Honours Empirical Thesis
  2. PSYC412 Honours Data Analysis
  3. PSYC485 Principles & Practices of Psychological Assessment
- Plus

Either:

4. PSYC413 Honours Theory

And one of the optional subjects:

5. PSYC484 Social Psychology & Health
6. PSYC489 Advanced Abnormal Psychology

7. PSYC478 Child & Adolescent Psychology

Or:

8. PSYC414 Honours Theoretical Thesis

Candidates intending to complete Honours as part-time students will generally do PSYC412, PSYC485 plus PSYC414 or PSYC413 and one of the optional subjects in the first year, and PSYC410 in the second year.

### **Non-Honours Stream**

This program is made up of:

1. PSYC478 Child & Adolescent Psychology
2. PSYC479 Major Research Project
3. PSYC484 Social Psychology & Health
4. PSYC485 Principles & Practices of Psychological Assessment
5. PSYC488 Contemporary Issues for Professional & Research Psychologists
6. PSYC489 Advanced Abnormal Psychology

For further information about Honours, refer to the Psychology Honours brochure available from the School of Psychology, or the [Honours Guide](#).