



Bachelor of Psychological Science
Program Booklet 2009

School of Behavioural & Social Sciences & Humanities

Bachelor of Psychological Science

Program Handbook

2009

Selected Contents

	Page Number
Introduction to Program	1
Program Content - Overview	2
Psychology Courses: Brief Summaries	6
Minor Sequence	10
Possible Elective Courses	14
Course Descriptions	15
Assessment	15
Consideration: Course & Special	17
Academic Progress	20
Plagiarism	22
Other Administrative Matters (Enrolment, Leave, etc.)	23
Student Representation	27
Psychology Staff Directory	28
School of Behavioural and Social Sciences and Humanities (BSSH)	33

Acknowledgment Over the years this booklet has relied on the work of a number of people: Mr Jim Burns, Dr Lesley De Mello, Dr Meg Tasker, Mr Ron Kemp, Mr Peter Oppenheim, Dr Jeremy Smith, to name a few. May I extend my thanks to all those people?

Dr Angus McLachlan
Bachelor of Psychological Science Program Co-ordinator

The information provided in this guide was accurate at the time of publication in January 2009, but may be subject to change without notice. The Institution reserves the right to alter or change program offerings as required.



Bachelor of Psychological Science Program

This booklet provides you with information that you may need at various times throughout your program. Unless you are an information sponge you will not be able to absorb half of what is here but give the headings a skim and focus particularly on the information you will need early in your program.

A copy of this booklet will be available through the School (BSSH) web site and also on the Bachelor of Psychological Science site on Blackboard.

Introduction to the Bachelor of Psychological Science

The Bachelor of Psychological Science is designed to enable you to acquire a thorough education in the scientific discipline of psychology. In so doing it is intended to perform the critical task of teaching you the necessary linguistic and numerical skills to allow you to comprehend and evaluate existing psychological material and to develop your capacities to produce intelligible and imaginative contributions to that body of work. The Program is also designed so that you may sample other disciplines from related fields and explore one of these disciplines in some depth. Such exploration should allow you to experience a discipline with which you might evaluate the various strengths and weaknesses of psychology or enhance your understanding of psychological methodology. Throughout the program, your exposure and contributions to psychology and your second area of major study are intended to inculcate the importance of careful evaluation of academic discourse and the value of measured dialogue with its exponents.

Program Code

The Bachelor of Psychological Science (BPsySc) program code is **HY5**. It does not change as you advance through your degree.

Basic Structure & Aims

The program structure has been formed with three primary aims.

- To meet the requirements of the Australian Psychology Accreditation Council (APAC) in terms of both the nature and amount of psychological content.
- To allow BPsySc students to study in depth at least one other discipline area.
- To provide sufficient flexibility to allow students to sample quite different areas of study if desired.

On completion of the degree it is expected that students will have a broad educational background, and be equipped to undertake more study to tackle a range of careers in the human service sectors. Provided they do well in the psychology courses, they would also be in a strong position to undertake fourth year psychological education with a view to becoming a professional psychologist.



Text books, Materials and Other Resources

Students are likely to find the following text quite useful:

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: APA.

Copies of this text are available in the library.

Other texts and resources will be required for the different courses of study and these will be given in the Course Descriptions, developed by each Course Coordinator.

Program Content – Overview

General Program Structure

The Bachelor of Psychology was introduced in 1997 and replaced the existing APS accredited program in the BA as the main vehicle for delivering accredited psychology within the Institution, although the latter sequence is still available in the BA. The program has seen a few changes since 1997, in terms of course content and program structure, but remains essentially as it was, despite the change of name to the Bachelor of Psychological Science in 2007.

The program has three distinctive components:

1. Psychology: an extensive range of courses in psychology that will progressively deepen and broaden students' understanding of the discipline.
2. Minor Sequence: a detailed examination of one multi-discipline area or a single discipline within the social sciences or humanities, comprising six courses over three years. There are three multi-disciplinary and four single disciplinary sequences available.
3. A series of up to six elective courses drawn from any recognised program within the Institution.

Specific Requirements of the Bachelor of Psychological Science

- Students are required to take at least 12 courses in psychology: eight prescribed courses and at least four of six psychology elective courses (at least 180 progress units).
- It is recommended that students opt for the multi-disciplinary sequences rather than the single disciplinary sequences, as it eases course choice, timetabling and completion of the minor.
 - The sequence must comprise a 15 progress unit introductory course and at least 75 progress units of additional study from within one of the four multi-disciplinary (or three single disciplinary) sequences (90 progress units altogether).
 - In the first semester of first year students must take at least one introductory course from the three introductory courses available and may take two.
 - Students must take a further five courses within their chosen sequence over the remainder of the program.
- Any remaining progress units in the program can be used to take courses from any recognised degree program within the Institution. The elective courses may be used to complete all the remaining psychology courses, extend the minor sequence, or even take a second sequence. They may also comprise of a series of unrelated courses which happen to appeal to the student.



Psychology Courses within the BPsySc Program (180 Progress units)

Level One Courses (No Prerequisite Studies)

Students must take all three courses.

PSYCB 1001 - Introductory Psychology: Biological Bases, Consciousness & Behaviour
PSYCB 1002 - Introductory Psychology: Learning, Memory and Cognition
STATS 1000 - Statistical Methods

Level Two Courses

Students must take all four courses but are not allowed to complete more than ONE 2100 level course in their first two semesters of study.

	Prerequisite Courses
PSYCB 2101 - Introduction to Research Methods in Psychology	PSYCB 1001 or PSYCB 1002, and STATS 1000
PSYCB 2102 - Lifespan Developmental Psychology	Two of PSYCB1001 or PSYCB1002 or STATS 1000
PSYCB 2103 - Personality	Two of PSYCB1001 or PSYCB1002 or STATS 1000
PSYCB 2104 - Social Psychology	Two of PSYCB1001 or PSYCB1002 or STATS 1000

Level Three Courses

Students must take PSYCB 3101 Psychological Testing and Assessment and at least four of the six optional psychology courses (*). Students are not allowed to complete more than ONE PSYCB 3100 level course in their first four semesters of study.

Courses	Prerequisite
PSYCB 3101 - Psychological Testing and Assessment	PSYCB 1001, PSYCB 1002 and two 2100 Courses
PSYCB 3102 - Abnormal Psychology *	PSYCB 1001, PSYCB 1002 and two PSYCB 2100 Courses
PSYCB 3103 - Philosophical Issues in Psychology *	PSYCB 1001, PSYCB 1002 and two PSYCB 2100 Courses
PSYCB 3104 - Cognitive Psychology *	PSYCB 1001, PSYCB 1002 and two PSYCB 2100 Courses
PSYCB 3105 - Health Psychology *	PSYCB 1001, PSYCB1002 and two PSYCB 2100 Courses
PSYCB 3106 - Psychology of Physical Activity *	PSYCB 1001, PSYCB1002, one PYSYCB 2100 Course, and EXSCI 3106 - Intro & Background to Sport & Exercise Psychology
PSYCB 3107 - Current Issues in Psychology	PSYCB 1001, PSYCB 1002 and two PSYCB 2100 Courses

Brief Handbook summaries of the psychology courses can be found beginning on page 6.



	YEAR ONE		YEAR TWO		YEAR THREE	
Semester Course	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
One	PSYCB 1001 Introductory Psychology: Biological Bases, Consciousness & Behaviour	PSYCB 1002 Introductory Psychology Learning, Memory & Cognition	PSYCB2102 Developmental Psychology	PSYCB 2101 Intro to Res Meths in Psychology or PSYCB 2104 Social Psychology	* PSYCB3102 Abnormal Psychology	PSYCB 3101 Psychological Testing & Assessment
Two	STATS 1000 Statistical Methods	PSYCB 2104 Social Psychology or PSYCB 2101 Intro to Res Meths in Psychology <i>nb. Only ONE 2100 course allowed in this semester</i>	PSYCB 2103 Personality	* PSYCB 3103 Philosophical Issues in Psychology * PSYCB 3105 Health Psychology PSYCB 3101 Psychological Testing & Assessment <i>nb. Only ONE HP700 course allowed in this semester</i>	* PSYCB 3104 Cognitive Psychology * PSYCB 3106 Psychology of Physical Activity * PSYCB 3107 Current Issues in Psychology	* PSYCB 3103 Philosophical Issues in Psychology * PSYCB 3105 Health Psychology
Three	BA Minor Sequence: Intro. Course	BA Minor Sequence Course	BA Minor Sequence Course	BA Minor Sequence Course	BA Minor Sequence Course	BA Minor Sequence Course
Four	Elective (Any Course)	Elective (Any Course)	Elective (Any Course)	Elective (Any Course)	Elective (Any Course)	Elective (Any Course)

* Four of the Six Psychology Electives Required



Key to Table on Page 4

Shading	Description	Progress Units (360)	Typical Number of Courses
	Prescribed units in psychology	120	8
	* Four of six psychology optional courses required (Remaining two courses can be taken as ordinary electives)	60	4
	Minor Sequence from BA program including at least one Introductory Course (see below)	90	6
	Electives	90	6

ADDITIONAL INFORMATION

Minor Sequence Introductory Courses:

BAFND1001 Introduction to Social Enquiry
BAFND1002 Narrative and Text
BAFND1003 Knowledge and History

Minor Sequence General Units:

See pages 10 - 13.

Electives:

These can be from any degree offered by the university (pp. 14 - 15)
They may be used to complete all 14 units of psychology
They may be used to extend the Minor sequence from the BA or do a second Minor sequence.

Prohibited Course:

There is one course that Bachelor of Psychological Science students CANNOT do owing to its considerable overlap with required courses within the Psychology sequence:

PSYCN 1001 Psychological Foundations for Nursing Practice



Psychology Courses: Brief Summaries

The following are course handbook entries which you also find in the Institution Handbook. The Course Descriptions provided within the first two weeks of semester will constitute the definitive documents concerning course content and assessment.

PSYCB 1001	Introductory Psychology: Biological Bases, Consciousness & Behaviour
PSYCB 1002	Introductory Psychology: Learning, Memory and Cognition
STATS 1000	Statistical Methods
PSYCB 2101	Introduction to Research Methods in Psychology
PSYCB 2102	Lifespan Developmental Psychology
PSYCB 2103	Personality
PSYCB 2104	Social Psychology
PSYCB 3101	Psychological Testing and Assessment
PSYCB 3102	Abnormal Psychology
PSYCB 3103	Philosophical Issues in Psychology
PSYCB 3104	Cognitive Psychology
PSYCB 3105	Health Psychology
PSYCB 3106	Psychology of Physical Activity
PSYCB 3107	Current Issues in Psychology

Course Code and Title	PSYCB 1001 Introductory Psychology: Biological Bases, Consciousness & Behaviour
Progress units	15
Offered	Semester 1
Prerequisite(s)	None
Content:	Students will develop an understanding of the terms, concepts, theories, methods, and research findings in several fundamental areas of psychology. They will be introduced to scientific research methods, biological bases of behaviour, intelligence, motivation, emotions, states of consciousness and theories of personality.

Course Code and Title	PSYCB 1002 Introductory Psychology: Learning, Memory and Cognition
Progress units	15
Offered	Semester 2
Prerequisite(s)	None
Content:	Students will be introduced to the study of research methods, learning, memory, perception and cognition. They will study elementary descriptive statistics, elementary research methods, classical and operant conditioning with applications, perception of distance, colour and sound, theories of memory, and problem-solving.



Course Code and Title STATS 1000 Statistical Methods

Progress units 15

Offered Semesters 1 and 2

Prerequisite(s) None

Content: This course introduces students to the full range of descriptive statistical techniques, and also introduces the key concepts underlying statistical inference. A wide range of basic inferential techniques are introduced. Data from various disciplinary contexts are utilised, and there is a strong emphasis on computing skills, interpretation of computer output and communication of statistical results and conclusions.

Course Code and Title PSYCB 2101 Introduction to Research Methods in Psychology

Progress units 15

Offered Semester 2

Prerequisite(s) STATS 1000 and either PSYCB 1001 or PSYCB 1002

Content: Students will study research methods and statistical techniques used in psychology. Topics will include, measurement, experimental designs, quasi-experimental designs, survey designs, sampling theory, observational research, applied research, report writing and research ethics. Applications of various statistical tests including t tests, correlation, analysis of variance, multiple regression and some nonparametric tests will be explored.

Course Code and Title PSYCB 2104 Social Psychology

Progress units 15

Offered Semester 2

Prerequisite(s) Two of PSYCB 1001 or PSYCB 1002 or STATS 1000

Content: Students will develop a general awareness of social psychological concepts, methods and research. Topics studied will include verbal and non-verbal communication, perception of other people, attitudes and attitude change, group behaviour, social influence, behaviour at work, the impact of the physical environment and social psychology as an academic endeavour.

Course Code and Title PSYCB 2102 Lifespan Developmental Psychology

Progress units 15

Offered Semester 1

Prerequisite(s) Two of PSYCB 1001 or PSYCB 1002 or STATS 1000

Content: Students will develop a critical understanding of terms, concepts, theories, research and practical applications in developmental psychology across the life span. They will study developmental research methodology and theoretical issues, physical growth, social, emotional, personality and cognitive development in childhood, adolescence and adulthood.



Course Code and Title PSYCB 2103 Personality
Progress units 15
Offered Semester 1
Prerequisite(s) Two of PSYCB 1001 or PSYCB 1002 or STATS 1000
Content: Students will study personality theories from psychoanalytic, behaviourist, humanistic, cognitive, trait and field perspectives. Students will critically evaluate various approaches to the study of personality and gain an understanding of the nature and place of theory and technique in comprehending integrated human behaviour.

Course Code and Title PSYCB 3101 Psychological Testing & Assessment
Progress units 15
Offered Semester 2
Prerequisite(s) Two 2100 Courses
Content: Students will study the basic concepts and theories of psychological testing and assessment. They will also acquire an understanding of the practical and ethical principles of testing, and be introduced to the process of administering, scoring and reporting on selected tests.

Course Code and Title PSYCB 3102 Abnormal Psychology
Progress units 15
Offered Semester 1
Prerequisite(s) Two 2100 Courses
Content: The course will introduce students to concepts, examples, and possible determinants of psychological abnormality. Competing theories, relevant research findings and therapies will be considered critically, as well as the ethics of research and practice in the area.

Course Code and Title PSYCB 3103 Philosophical Issues in Psychology
Progress units 15
Offered Semester 2
Prerequisite(s) Two 2100 Courses
Content: This course exposes students to some of the major debates within psychology as an academic discipline and as a professional practice. The principal philosophical debates concerning the appropriate form of explanation within psychology, the major ethical issues in psychological research and practice and the place of psychology within society as a practice and as an academic discipline will all be explored.

Course Code and Title PSYCB 3104 Cognitive Psychology
Progress units 15
Offered Semester 1
Prerequisite(s) Two 2100 Courses
Content: Students will gain an understanding of the main areas of cognitive psychology: attention, perception, memory, language and thinking; and will become acquainted with research methods employed in the area. They will also be made aware of the practical value of the insights produced by cognitive psychology as they relate to their own actions, particularly remembering, problem solving and decision making.



Course Code and Title	PSYCB 3105 Health Psychology
Progress units	15
Offered	Semester 2
Prerequisite(s)	Two 2100 Courses

Content: This course will explore health and illness within a biopsychosocial perspective, fostering an understanding of the complex links between the mind and body in terms of preventing and treating illness. Students will also gain an insight into the research methods of special importance in the area and be exposed to the ethical issues inherent in research and practice in health psychology.

Course Code and Title	PSYCB 3106 Psychology of Physical Activity
Progress units	15
Offered	Semester 1
Prerequisite(s)	One PSYCB 2100 course and EXSCI 3106 - Intro & Background to Sport & Exercise Psychology

Content: This course provides students with an understanding of the key psychological principles and techniques underlying physical activity involvement. It addresses the psychosocial factors that influence participation in physical activity across the lifespan in the context of the overall health of individuals and communities. The relationship between physical activity and psychological well-being will be critically examined, including the influence of exercise on emotions and quality of life. In the context of an interviewing and helping skills framework, students will apply basic psychological principles and interventions to the adoption and maintenance of physical activity in individuals, communities and special populations.

Course Code and Title	PSYCB 3107 Current Issues in Psychology
Progress units	15
Offered	Semester 1
Prerequisite(s)	Two 2100 Courses

Content: This course will consider three or four particular issues in psychology, such as counselling, current theory and practice in organisational and political psychology, and gay and lesbian psychology. Topics will change from year to year depending on staff interest and availability but will be pursued in some detail.



MINOR SEQUENCE

As well as at least 12 courses in psychology, during the three years of their degree, students in the Bachelor of Psychological Science have to complete a minor sequence comprising six courses. There are seven Multi-disciplinary or Single Disciplinary Minor Sequences drawn from the BA degree.

All seven sequences require the completion one of three introductory courses. In the first semester of first year, full time students are required to take at least one of the three introductory courses and would be advised to take two:

There are two pre-requisite courses for the three multidisciplinary minor sequences; only one is needed for each sequence

- BAFND 1001 Introduction to Social Inquiry
- BAFND 1002 Narrative and Text

And one prerequisite course for the single disciplinary sequences

- BAFND 1003 Knowledge and History

Description of the Minor Sequences

It is important to note that, by their very nature, the multidisciplinary sequences overlap. In some instances, the same course will appear in more than one sequence and not all courses are offered every year. Many of the courses that appear in the multidisciplinary sequences also appear in the single disciplinary sequences, but the number of courses in the latter sequences is much smaller. All of the courses in the single disciplinary sequence appear in at least one of the multi-disciplinary sequences, so it is possible to begin with one sequence and change to another if necessary. Note that each course can only count in one minor sequence.

Students should also note that not all courses are offered every year. The guide that appears on pages 12 and 13 is intended only to indicate the general content of the minor sequences

While BPsySc students can pursue any of the seven sequences as a minor, it is recommended that they opt for one of the three multi-disciplinary sequences. The choice in these sequences is much greater and it is easier to complete the six courses.

Multidisciplinary Sequence No. 1: Social Inquiry

The prerequisite introductory course for this sequence is **BAFND 1001 Introduction to Social Inquiry**.

This multidisciplinary sequence will combine critical social analysis with the development of a range of professional skills. It draws upon the disciplines of sociology, politics, anthropology, indigenous studies, rural social welfare and statistics. The central questions in this sequence are: what is the nature of society and social relations? What forces are shaping Australian society, the region and the international order? What forms of human agency are effective and influential? What is the character of urban life and how is this changing? Issues of power and control and structures of inequality and injustice will be considered. This sequence also provides opportunities for students to develop skills and knowledge in social research, data analysis, policy making and policy analysis, social planning, and change management.



Multidisciplinary Minor No. 2: Globalisation Studies

The prerequisite introductory course for this sequence is also **BAFND 1001 Introduction to Social Inquiry**.

This sequence covers contemporary processes of globalisation, processes which demand awareness of and sensitivity to other cultures. A sequence in globalisation studies gives students an opportunity to learn another language (Japanese) and to experience a multi-disciplinary approach to the study of globalisation, multiculturalism, Indigenous (Aboriginal) cultures and cultures and societies in the Asia-Pacific region. Comparative reflection on social and cultural patterns in the Australian and global contexts is fostered systematically in this sequence. A deep study of another language or culture enables students to appreciate other world views and to critically analyse their own from a more informed perspective.

Multidisciplinary Minor No.3: Literary and Cultural Inquiry

The prerequisite introductory course for this sequence is **BAFND 1002 Narrative and Text**.

This multidisciplinary sequence draws on studies in film, literature, children's literature and cultural studies. The sequence focuses on analytic and interpretative skills in these disciplines, with particular application to visual and verbal texts. The sequence introduces students to a wide range of critical approaches, including formalism, psychoanalysis, structuralism, post-structuralism, feminism, literary history and studies in genre. Some opportunity is given for the exploration of theory via creative projects. In this sequence, students are encouraged to understand the cultural history and contemporary contexts that shape their understanding of themselves and the world.

Single Disciplinary Minors: History, Indigenous Studies, Philosophy, & Japanese language

The prerequisite introductory course for these sequences is **BAFND 1003 Knowledge & History**

As their names suggest these minors consist of a small number of courses that focus on a single academic domain. The four sequences are drawn from the minors in the BA and include history, indigenous studies, philosophy, and Japanese language. Students should note that although there are enough courses for a six course sequence, beginning with an introductory course and followed by five others, often only one course appears each semester and so completing the sequence in three years can be disrupted by illness, failure or leave.

Content of Minor Sequences

On the pages that follow an indication of the content of the seven minor sequences is offered.

Students should be aware:

- Only some of these courses will be offered in any one academic year
- New courses will become available.

Please note that tables have not included new course codes but the course names will not change.



Minor Sequences (from BA)

BAFND 1001 Introduction to Social Inquiry

BAFND 1002 Narrative & Text: The Journey

Social Inquiry

HF607 Gender & Representation
 HI501 Regional, Historical and Heritage Perspectives
 HI503 Australia & the Asia Pacific Region
 HI601 The USA in Contemporary World History
 HI602 Goldfields Heritage: An Exploration of Applied History
 HI604 Religious Traditions in Australia
 HS624 Changing World of Work
 HS625 Family Policy & Multiculturalism
 HW661 Rural Australia
 HW614 Social Policy & Social Change
 HX504 Urban Anthropology
 HX505 Youth Studies
 HX506 Australia, People Institutions & Cultures
 HX507 The Western Tradition & the Contemporary World
 HX508 World Empires & Cultures
 HX509 Japan, Economy & Society
 HX513 Cinescapes: Identity, Landscape & Australian Media
 HX516 Health and Citizenship
 HX518 Going Global: Making Sense of Globalisation
 HX519 The Global Community and Mobile Citizenship
 HX520 Aboriginal Affairs & Indigenous Activism
 HX521 Indigenous Societies Contemporary Australia
 HX522 Indigenous Culture
 HX525 Me, Them and Us: Managing Diversity in Context
 HX528 Fear and Taboo in Contemporary Culture
 HX529 Insurgency Movements in the Asia-Pacific
 HX532 Film, Memory and Culture
 HX533 The Anthropology of Australian Indigenous Art
 HX534 White Law in Black Australia
 HX539 Myths and Massacres
 HX536 Western Political Philosophy
 HX548 Nuclear or Unclear
 STATS 1000 Statistical Methods
 MS502 Sampling and Sample surveys
 MS601 Experimental Design and Analysis
 MS602 Statistics for Prediction
 MS701 Multivariate Analysis 1
 MS702 Multivariate Analysis 2

Globalisation Studies

HF504 Hollywood Cinema
 HH621 Asian Philosophies
 HI503 Australia & the Asia Pacific Region
 HI601 The USA in Contemporary World History
 HJ500 Introduction to Japanese 1A
 HJ501 Introduction to Japanese 1B
 HJ600 Japanese 2A
 HJ601 Japanese 2B
 HJ700 Japanese 3A
 HJ701 Japanese 3B
 HJ704 Japanese for the Tourism & Hospitality Industry
 HJ703 Japanese for Business & Industry
 HS624 Changing World of Work
 HS625 Family Policy & Multiculturalism
 HX504 Urban Anthropology
 HX508 World Empires and Their Cultures
 HX509 Japan Economy and Society
 HX518 Going Global: Making Sense of Globalisation
 HX519 The Global Community and Mobile Citizenship
 HX525 Me, Them and Us: Managing Diversity in Context
 HX529 Insurgency Movements in the Asia-Pacific
 HX531 Asia in Focus

Literary and Cultural Inquiry

HF504 Hollywood Cinema
 HF523 Narrative & Popular Culture
 HF601 Film Genres
 HF607 Gender & Representation
 HF617 Film Movement and Theories
 HF618 Cybermedia
 HH513 Ethics and the Age of Enlightenment
 HH611 Classical Philosophy
 HH612 Modern European Philosophy
 HH621 Asian Philosophies
 HH722 Philosophies of Science
 HL506 Modern Texts
 HL516 A Study of Selected Authors
 HL603 Myth & Mythmaking
 HL609 Victorian Age in Literature
 HL616 Picture and Word
 HX506 Australia, People Institutions & Cultures
 HX510 Studying Poetry
 HX512 Adaptations, Remakes & Spinoffs
 HX513 Cinescapes: Identity, Landscape & Australia media
 HX514 Fantasy and Speculative Fiction
 HX515 Gothic Genres & Contested Spaces
 HX517 American Fictions
 HX522 Indigenous Culture
 HX523 Indigenous History
 HX528 Fear and Taboo in Contemporary Culture
 HX532 Film, Memory and Culture
 HX533 The Anthropology of Australian Indigenous Art
 HH536 Western Political Philosophy
 HX539 Myths and Massacres



BAFND 1003 Knowledge and History

History	Indigenous Studies	Philosophy	Japanese
HI501 Regional, Historical and Heritage Perspectives HI503 Australia & the Asia Pacific Region HI601 The USA in Contemporary World History HI602 Goldfields Heritage: An Exploration of Applied History HI604 Religious Traditions in Australia HX506 Australia, People Institutions & Cultures HX508 World Empires and Their Cultures HX523 Indigenous History HX539 Myths and Massacres	HX520 Aboriginal Affairs & Indigenous Activism HX521 Indigenous Societies Contemporary Australia HX522 Indigenous Culture HX523 Indigenous History HX533 The Anthropology of Australian Indigenous Art HX534: White Law in Black Australia HX539 Myths and Massacres	HH513 Ethics and the Age of Enlightenment HH611 Classical Philosophy HH612 Modern European Philosophy HH621 Asian Philosophies HH722 Philosophies of Science HX536 Western Political Philosophy	HJ500 Introduction to Japanese 1A HJ501 Introduction to Japanese 1B HJ600 Japanese 2A HJ601 Japanese 2B HJ700 Japanese 3A HJ701 Japanese 3B

**Notes: Minors are 90 progress units.
 All courses will be given new codes this year but names will remain the same
 New courses may be added to the above lists.**



POSSIBLE ELECTIVE COURSES

There is scope for up to six elective courses in the Bachelor of Psychological Science. The following list is a very general indication of what may be available. Other courses may be used as electives.

Students will need to check with the appropriate School to find out:

- if the course is actually running;
- when the course is running;
- if there are any prerequisite studies or courses.
- if there is space in the course.

Semester One

School of Education

EDBED 3004 English as a Second Language
EDBED 3005 Indigenous Education
EDBED 3003 Engagement in the Middle Years

School of Information Technology & Mathematical Sciences

ITECH 1000 Programming 1 (Basic computing skills)
ITECH 1001 Communication & Technology (BCS)
ITECH 1002 Network Operating Systems (BCS)
ITECH 1005 Business Information Systems (BCS)
ITECH 1004 Introduction to Multimedia (BCS)

MA542 Linear Algebra & Probability (VCE Maths)
MATHS1000 Upon the Shoulders of Giants (VCE Maths)

School of Business

BULAW 1502 Fundamentals of Law
BUMGT 1501 Management Principles
BUTSM 1501 Introduction to Tourism
BUMKT 1501 Introduction to Marketing
BUHRM 1501 Introduction to Human Resource Management

Semester Two

School of Education

EDBED 3006 Students with Special Needs

School of Information Technology & Mathematical Sciences

ITECH 1000 Programming 1 (BCS)
ITECH 1001 Communication & Technology (BCS)
ITECH 1002 Network Operating Systems (BCS)
ITECH 1005 Business Information Systems (BCS)
ITECH 1004 Introduction to Multimedia (BCS)

MATHS 1001 Modelling and Change (VCE Maths)
MATHS 1002 Bits, Bytes & Algorithms (VCE Maths)
MATHS 1005 Secrets of the Matrix (VCE Maths)
MATHS 1009 Space, Shape and Design (VCE Maths)

Semester Two (continued)

School of Business

BULAW 1502 Fundamentals of Law
BUMGT 1501 Management Principles
BUTSM 1501 Introduction to Tourism
BUMKT 1501 Introduction to Marketing
BUHRM 1501 Introduction to Human Resource Management

School of Human Movement & Sports Sciences

HEALT 1003 Interpersonal Skills
EXSCI 3106 Introduction & Background to Sport & Exercise Psychology (prerequisite for PSYC3106)

The following is a list of electives that have been provided by Schools in the past. They may or may not be available this year so, again, students must check with the relevant school to see if the course is actually running and if they can get into it. The semester in which they run appears in brackets

School of Human Movement & Sports Sciences

(Strict quotas apply – see Gayle Richards)

HEALT 1002 Drugs & Society (1)
HM543 Introduction to Sport Management (1)
HM513 Anatomical Basis of Human Movement (1)
HEALT 1003 Interpersonal Skills (2)

School of Nursing

NR621 Society, Culture & Health (please check)

N.B. PSYCN 1001 Psychological Foundations for Nursing Practice CANNOT BE AN ELECTIVE

Arts Academy

VAMIN 1001 (Fine Arts) – Contemporary Imaging (1)
VATHR 1001 Art Theory 1 – Intro to Art (1)
VAMIN 1002 (Fine Arts) – Contemporary Imaging (2)
VATHR 1002 Art Theory 2 – Intro to Art (2)

School of Science & Engineering

Food Science

SCCHE 1011 Chemistry (1)
SCFST 1021 Food Science & Nutrition (1)
SCCHE 1012 Chemistry (2)
SCFST 1013 Nature of Food (2)
SCBIO 1032 Intro to Microbiology (2)
SCFST 1092 Food in Society (2)

Environmental Management

SE523 Ecology & Environmental Management (1)
SE520 Australian Biota (2)
SE532 Ecological Methods (2)

Geology

SCGEO 1102 Earth Sciences (1)
SCGEO 1103 Planet Earth (2)
SCGEO 1104 Landscape Evolution (2)
SCGEO 1105 Earth's Living History (2)



Bachelor of Psychological Science: Rules and Procedures

Course Descriptions

At the beginning of each teaching period, you will receive from the Course Coordinator a Course Description for each of the courses that you are enrolled. Typically it will appear on the Blackboard site.

This Course Description gives you:

1. A brief statement of purpose for each of the learning tasks outlining how each task relates to the learning objectives of the course.
2. A brief description of what you will be required to do to complete each learning task.
3. A clear statement indicating which learning tasks will be graded and the particular weightings of these graded tasks in the assessment of the course.
4. An explicit statement of the specific criteria for assessment.
5. A statement of the submission dates and estimated dates for return of work and provision of feedback to students.
6. A brief statement outlining the procedures for the submission and return of student work and for applying for extensions.

Please take note of this course description, as it is a clear statement of what is required of you for the course. There are some good reasons for this:

- You will know exactly what is expected of you for that particular course.
- If you believe there are any grounds for appeal of your grade at the end of teaching period you can refer to this Course Description. You may also wish to refer to Statute 5.3 Assessment, Regulation 5.3 Assessment, University of Ballarat Handbook. (<http://www.ballarat.edu.au/aasp/student/handbooks/>)
- If in the future you decide to transfer to another tertiary institution, you may be eligible for credit. That institution may require some description of the course(s) for which you have successfully completed at this Institution.

Please retain these course descriptions for the teaching period and even after you cease to study in this program.

Assessment

Assessment procedures within the Institution must comply with the rules laid down in the Academic Regulations of the University. Students are therefore advised to consult the University Handbook to familiarise themselves with these regulations. In particular, they should note provisions for withdrawal from courses, extensions for assessable tasks and deferment of tests and examinations.



Assessment Tasks and Assignments

A list of assessable tasks, the form they should take, their due date, assessment criteria and an appropriate amount of return expected (ie. Number of words for a written task, or time-period for verbal participation) must be given to students within the first two weeks of semester by the course coordinator.

Details of assessment for each course are provided in the relevant course descriptions.

Submission of Assessment (Essays, Laboratory reports, etc.)

Course Descriptions contain information on the conditions relating to submission and return of assessment tasks. This information should include submission date, and where and when assessed work can be safely and securely lodged and collected. Students who are in doubt about the requirements of a task or conditions relating to a particular assessment task, should seek clarification from a tutor or lecturer prior to the submission date.

All assessment should be submitted by the due date, as follows:

- **All work must be placed in the clearly marked Assignment Box situated opposite H247.**
- Work must be stapled and NOT held together by a paper clip.
- Do NOT put work in plastic envelopes or folders. Such work may not be accepted.
- Take care to include all the information on the front cover that is asked for. This will normally include your student number, course code and title, name of lecturer and title of the assessment.
- **Always keep an electronic copy of each piece of work submitted.**

Note: You are responsible for making a copy of all work that you submit. It is entirely **your** responsibility to ensure that assessment is submitted to the appropriate lecturer by the due date using the Assignment box. Staff members will not be reminding you. If the original work is not received by your lecturer, he/she can only assume that the work was **NOT** submitted *unless you can produce a copy of your work on demand.*

When assessment is sent by mail, this should be by certified or registered mail.

Return of Work: Most work is returned in class or after examinations. Please ensure that you know the arrangements for the return of work. It is also possible to have work returned by post but students must supply a suitable, stamped addressed envelope. Work uncollected after 6 months will be destroyed.



Penalties for Late Submission of Assessment

Penalties for late submission can be severe. Please note the following procedures:

- In most cases 1% of the total course marks are deducted for every day that the assessable task is late, including weekends.
- Submission date is determined by the date stamped on each assessable task.
- The Assignment Box is cleared at **4pm** every day.
- Work submitted after **4pm** will be deemed to have been handed on the next day and will be stamped accordingly.

Make sure you have read the relevant course description to determine the exact repercussions for failing to hand in completed work on time.

Consideration: Extension of Time for Assessable Tasks

If students find they encounter circumstances that prevent assessment tasks being completed or submitted on time, they may seek '**consideration**' from the School. There are two types of 'consideration' – '**Course Consideration**' and '**Special Consideration**'.

COURSE CONSIDERATION

Course consideration is usually sought when a student is seeking an extension for a single piece of work and is the more common form of consideration.

a. What is course consideration?

- If students are experiencing difficulties in their studies, due to illness or due to some acute personal problems, they may wish to ask for Course Consideration.
- Course Consideration is the fastest, most efficient means of enabling students to negotiate with their lecturer/tutor the most appropriate way of managing the assessment tasks in accordance with difficult circumstances.
- Course Consideration will only take the form of extensions, extra work, alternative or delayed tests or examinations, or options to resubmit.

b. What are the grounds?

- Grounds for extension include illness (with provision of a medical certificate) and acute personal problems. Some verification of personal problems (e.g., death notices of relatives, evidence of attendance at counselling) may be required.

c. What is the process?

- If students believe they have grounds for an extension and wish to apply for one they should complete a request for **Extension Form** (available from the stand next to the assignment box opposite room H247 or from the School Office), discuss it with the relevant **Course Coordinator** and obtain his or her approval and signature, to ensure that there is written agreement between the student and Course Coordinator as to the nature of the extension. Students should attach the pink copy of the Extension Form to the front of their assignment and the Course Coordinator keeps the original of the agreement.
- An assignment submitted late with an extension will incur no penalty (provided the negotiated date of submission is adhered to).
- If students are not able to attend university, or have passed the extension deadline, but still require an extension, please contact the relevant Course Coordinator by e-mail and explain your circumstances. The lecturer/tutor will then use his or her discretion to determine whether a student will be penalised or not.



d. When to apply?

- An extension must be sought with the Course Coordinator before the due date and time of the assessment concerned, except in extenuating circumstances. In such cases, students must seek an extension from the Course Coordinator by phone or email at the earliest possible time.

e. Where to get an Extension Form?

- A School of Behavioural & Humanities & Social Sciences Extension Form can be obtained from the wire racks near the Assignment Box or from the School's General Office.

Special Note:

- If students have special circumstances that could affect their work (such as a health problem or disability, or are a single parent), they should let the course coordinator and tutor know early in the teaching period. They will still be required to ask for consideration if they are unable to complete assessable tasks on time.

SPECIAL CONSIDERATION

a. What is special consideration?

- Special consideration involves the granting of a broad, comprehensive consideration for the student across all courses studied in any semester, including courses undertaken outside their 'home' School (eg: those involved in double degree programs), and it is designed to support students in serious situations or where confidentiality issues are involved. The outcomes of Special Consideration (i.e. extensions, opportunities to sit exams at a later date or possible alternative assessment tasks) are basically the same as the outcomes of Course Consideration but will apply across all the student's courses.
- Refer Statute 5.3 – Schedule Part 1: University Legislation
- Special consideration requires a formal request to the Head of School for consideration in all courses undertaken for a particular semester. It should include supporting documentation from relevant individuals e.g. medical letter (a basic certificate is not adequate in these cases) or letter from a counsellor etc.

b. What are the grounds?

- Applications for special consideration may be made for any condition of a disabling nature that substantially and adversely affected performance:
 - **Serious physical illness or serious psychological condition performance** – e.g. hospital admission, serious injury, debilitating illness, severe anxiety or depression. Does not include minor inconveniences such as a cold.
 - **Loss or bereavement** – e.g. death of a close family member, or close friend; family or relationship breakdown.
 - **Hardship/trauma** – e.g. victim of crime; sudden loss of income or employment, severe disruption to domestic arrangements
 - Other causes.



c. What is the process?

- Every application for special consideration must be made in writing on the **'Application for Special Consideration'** form available from the University web site and lodged with the **Head of School**
- The application must be supported with **sufficient specific detailed information** (e.g., Police Report, Death Notice, Statutory Declaration) or, in the case of a medical condition, the Health Care Professional Certification (see University web site).
- A decision made in relation to an application will be notified to the applicant in writing as soon as the decision has been made. The student is informed of the outcome by a letter from the Head of School, which will specify the nature of any change to assessment requirements for each of the courses in which the student has sought Special Consideration.

d. When to apply?

- An application for special consideration should be directed to the Head of School as soon as possible, but no later than three days after the date of submission of the first component of assessment the consideration relates to, unless it has not been reasonably practical for a student to make an application within the time specified.

e. Where to get a special consideration form?

- Applications may be obtained from the School's General Office or downloaded from the University's website.

Class Attendance

Where a student is ill and unable to attend sessions, the lecturer(s) responsible should be informed as soon as possible. Where the student expects to be absent for some time, a written note should be forwarded to the Program Coordinator and usually a doctor's note is required. Where non-attendance results in a student missing assignments or special tutorials, it is entirely the responsibility of the student concerned to ensure that the work and assignments are completed in accordance with the general requirements of the course. Documentary evidence as to the reasons for untimely submission is usually required. Extension of time for the submission of assessable tasks should be sought in advance from the course coordinator. Whilst every effort is made to assist students in this respect, individual tutoring is not a right which students should expect or depend upon.

Failure to attend a significant number of sessions may be deemed by the course coordinator as failure to complete a major part of the course, and the student may be assessed accordingly. In some courses, a specified level of attendance may be required or non-attendance may be penalised.



Final Grades

Probable mark range and grade allocation for assessable tasks is as follows:

Range of marks	Grades
80 +	HD <i>High Distinction</i>
70 – 79	D <i>Distinction</i>
60 – 69	C <i>Credit</i>
50 – 59	P <i>Pass</i>
40 – 49	MN <i>Fail (Level 1)</i>
below 40	NN <i>Fail (Level 2)</i>
	XN Not Assessed
	ZN Supplementary Assessment
	WWithdrawn
	AD Assessment deferred for up to 3 Months
	TD Assessment deferred for up to 12 Months

Occasionally, final grades may be amended after Student Administration has mailed academic transcripts to students. For example, a TD or AD may be changed to a passing or failing grade. It is the entire responsibility of the student to contact Student Administration to determine changes to final grades and request a new academic transcript if required.

Appeals against Grades

A student has a right of appeal against a final grade in a course. However, an appeal may only be based on specific grounds as detailed in Regulation 5.3 – Assessment:

http://www.ballarat.edu.au/vco/legal/legislation/Legislation_pdf/Chapter5/s5%273assessment.

ACADEMIC PROGRESS

The following is a fairly “heavy” section. We trust most of the material will never be of interest to you (except the “commendation” section), however, it is important that you are aware of these rules.

Unsatisfactory Academic Performance

Definition Unsatisfactory academic performance occurs when a student:

- (i) Fails (i.e., obtains a grading of XN, MN or NN for final assessment) in courses deemed to represent 50% or more of the courses completed by the student during any semester, or
- (ii) Fails a course after a previous unsuccessful attempt in that course, or
- (iii) Fails any course in psychology (including statistics).
- (iv) Does not pass any course during a semester and has not taken Leave from Studies



In relation to the above, final assessment refers to the grading communicated to the Academic Registrar, and published as official results.

In all matters, the Psychology Programs Committee will act with the delegated authority of the Head of School.

Procedure

- (i) Students in breach of the regulations of Unsatisfactory Academic Performance will be formally identified by the Psychology Programs Committee who will notify the Academic Progress Committee. The student will be informed in writing of his or her breach and the student's number will normally be placed on the noticeboard at the time of publication of results.
- (ii) Students may receive a letter of admonition or may be required to appear in person before the Academic Progress Committee. The possible consequences of that meeting are laid out below.
- (iii) Final decisions of the Academic Progress Committee will be conveyed to the Psychology Programs Committee, the Chair of which will communicate with the student in writing.

Academic Progress Sub-Committee

This sub-committee is appointed by the Psychology Programs Committee.

Role The sub-committee will decide on the course of action to be taken when a student's performance is unsatisfactory. Possible courses of action are laid out below and may involve restriction, suspension or exclusion of a student. The sub-committee will interview or receive written submissions from students who are required to explain why they have performed badly and may have to show cause as to why action should not be taken against them relating to unsatisfactory academic performance.

Composition The sub-committee will be appointed by the Psychology Programs Committee as a Standing Committee and will comprise a chairperson and up to three other persons, all being staff members in the program. The committee will elect its own chairperson. The sub-committee will be elected for one year. Members will be eligible for reappointment.

Quorum A quorum for the sub-committee will be three members.

Consequences of Unsatisfactory Academic Performance

Unsatisfactory academic performance may result in:

- (i) Restriction in the number of courses studied in any semester
- (ii) Suspension from the program for a specified period not exceeding one year.
- (iii) Exclusion from the program for a specified period of at least two years.



In the event of exclusion from the program, any student as excluded may apply in writing to the Psychology Programs Committee for readmission at the expiration of the exclusion period. If the Psychology Programs Committee is satisfied that the condition or circumstances of the student have changed sufficiently so that there is a reasonable likelihood that the student will make satisfactory progress in the program, the committee may authorise readmission. In readmitting any student, the Programs Committee may impose conditions which, in the opinion of the committee, will be beneficial for the student's future academic progress. If the committee does not authorise readmission the student must re-apply for entry to the program through the normal channels (eg. VTAC).

Appeals

Students can appeal against the final decision of the Academic Progress Committee – under the Institution Regulations on Restriction and Exclusion (See Statute 5.5).

Commendable Academic Performance

Commendable academic performance occurs when a student completes at least two courses in one semester and obtains a “D” or “HD” in each course.

Students meeting the standard set out above will receive a letter commending their performance in that semester.

Student Code Regulations – Plagiarism

The School and the Institution regard as a very serious matter, the action of a student who acts dishonestly or improperly (including plagiarism or cheating) in connection with submission of his or her academic work. The Institution has a policy on student plagiarism that can be accessed at the following web address:

www.ballarat.edu.au/vco/legal/Policies/Plagiarism_Policy.pdf

Students should be aware that this policy can be updated from time to time so are encouraged to check the above website for any changes.

Plagiarism is the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person. The Institution's *Statute 6.1 Student Discipline* and *Regulation 6.1 Student Discipline* make it clear that plagiarising is a breach of student discipline and may incur a range of penalties.

Plagiarism includes the submission, without acknowledgment, of any text that is not the student's original ideas and includes copying, in whole or part, the work of others.



Plagiarism may take many forms, including:

- Stealing other students' work;
- Copying sections from sources (such as books, articles, theses, computer software, lecture notes, web pages, assignments) without acknowledgement;
- Paraphrasing (summarising) in your own words the work of someone else without citing the source.

Intentional plagiarism is plagiarism associated with intent to deceive the reader into thinking someone else's work is your own. Students must ensure they always acknowledge any sources for work that is not their own.

Unintentional plagiarism is plagiarism that may arise from a lack of understanding of the conventions of citing or referencing. Students are expected to be proficient with referencing. Inadequate referencing of cited materials is considered to be plagiarism. As the School of Behavioural & Social Sciences & Humanities has several different referencing styles, students should check with their lecturer or tutor as to which style is appropriate for the individual course.

Plagiarism is unacceptable, whether it is intentional or unintentional.

Helping someone to plagiarise (i.e., collusion) is also unacceptable. Students are warned against making assessable tasks (assignments etc) available to others, as they then could be regarded as a contributor to plagiarism and may be penalised as if they themselves had plagiarised.

Discussing an individual assessment task with other students is not plagiarism. Students are welcome to study in pairs or groups, because this can increase motivation and introduce other perspectives that may help students to develop their own ideas. Also, having someone proofread a draft of an assignment and correct any grammatical errors is not plagiarism. However, every student **MUST** write his or her own assignment and acknowledge ALL quoted or summarised source material. Students are not permitted to submit an assignment that bears a strong resemblance to another student's work.

When submitting assessable work, you may be required to sign a declaration that you have not committed this offence.

OTHER ADMINISTRATIVE MATTERS

There are a number of administrative tasks with which you are likely to be concerned. Nearly all involve completion of forms that require the Program Co-ordinator's approval and signature. Normally, the Program Co-ordinator will lodge the form after it has been completed. The following sections are ordered according to the frequency with which the tasks are performed.

Enrolment Amendment

Any variation from the standard load should be discussed with the Program Co-ordinator prior to the start of a semester. Students who amend their load without prior discussions with the Program Co-ordinator may experience all manner of difficulties and can on occasions be referred to the Academic Progress Committee (See Regulation – Academic Progress). Note also that changing enrolment can affect any Government monies that you receive. You must check with the relevant authority to ensure your enrolment is satisfactory.



Over - Enrolment

Permission to over-enrol in any semester may be granted to students who

- (a) Have not previously failed a course of study

OR

- (b) Have completed a full-time study load in at least one of the preceding two semesters, and not failed more than one course in that period.

The level of over-enrolment will normally be limited to 15 progress units per semester. Over-enrolment in excess of 15 progress units per semester may be granted by the Program Co-ordinator in exceptional circumstances.

Enrolment Amendment Form

It should be possible to perform this task on-line, though, for 2009, a hand written form may also be needed. You might wish to change what courses you take; for instance to:

- Discontinue study of a course or courses
- Alter the courses you wish to study
- Correct any errors in your enrolment record.

The form must be signed by yourself and the Program Coordinator, who will then lodge the form at Student Administration Services.

Note the following conditions associated with changing your enrolment: (see inside cover)

- that generally you cannot add courses after the second week in either semester
- you can withdraw from courses without incurring HECS liability until week four or five of the semester
- you can withdraw from a course without academic penalty (e.g., being failed) until week 10 of a semester (but you will have a HECS liability unless you withdraw before week 4 / 5)
- After week 10 you can only withdraw from a course with the course coordinator's permission

Change of Name, Address or Phone Number

Students are obliged to inform both Student Administration and the School regarding any changes and can do this simply by amending their address on my Student Centre. Failure to do this promptly and any consequent failure to receive notices, emails or phone calls is the responsibility of the student, not the University.



Recognition of Prior Learning / Credit Transfer / Advanced Standing

Applications

Written applications for credits and recognition of prior learning should be lodged with the Program Co-ordinator. The *Application for Credit Transfer* form (available from the School Office) should be lodged as early as possible, preferably before the commencement of the semester, so that enrolments can be finalised. Where appropriate, applications should include copies of relevant course outlines for which credit is sought and a certified copy of the student's transcript of results. For further information, students may refer to the Student Guide to Credit Transfer, available from Student Services.

Recommendations

If asked prior to the meeting of the Psychology Programs Committee, the Program Coordinator will generally advise an applicant for advanced standing of his recommendation, however, this recommendation is subject to ratification by the Programs Committee and may be amended by that Committee.

Amount of Advanced Standing

In most cases it would be expected that students would receive at least 25% and at most 37.5% of any *completed* tertiary qualification. In terms of TAFE qualifications the lower limit is more likely, while higher education qualifications would attract the higher levels of credit.

Note that the proposal only covers completed qualifications. Credit for incomplete qualifications are subject to individual review and take into account the material studied, the level and duration of study, the mode of assessment, and how the material fits into the BPsySc program structure.

The following "tariff" range operates within the Bachelor of Psychological Science.

- Certificate IVs up to 4 courses (0 – 60 progress units)#
- Associate Diploma (2 years) 4 to 6 courses (60 – 90 progress units)*
- Degree program 6 to 9 courses (90 – 135 progress units)+

depending on the Certificate IV

* depending on program content, duration and the form of assessment.

+ depending on program content

Special Arrangement. Students who complete the Certificate IV in Telephone Counselling Skills offered by Lifeline Ballarat are eligible for credit of one elective.



Leave from Studies

Applications

The Application for Leave from Studies form is used when a student wishes to take leave from studies for a specified period. In general, leave will not be granted for longer than 12 months. It is suggested that students discuss their applications with the Program Co-ordinator who will advise an applicant for Leave from Studies of the likely outcome.

Recommendation

Generally, the first application for Leave is granted automatically, a second is scrutinised carefully and may be refused, and a third is rarely granted. The recommendation is subject to ratification by the Psychology Programs Committee and may, under exceptional circumstances, be amended by that Committee.

Return from Leave from Studies

A student who has been granted Leave from Studies will receive written notice of enrolment procedures near the end of his or her period of leave. The student will then enrol in the normal manner and resume his or her studies.

Failure to return from Leave from Studies

A student who fails to heed advice on enrolment and in consequence does not continue his or her studies after the designated period of leave of absence, must then seek the permission of the Program Coordinator to re-enrol in his or her program

On receipt of a student's written request to resume his or her studies, the Program Co-ordinator may

- (i) Allow the student to enrol
- (ii) Request the student seek re-admission to the program
- (iii) Refer the matter to the Programs Committee.

Withdrawal from the Program

The *Withdrawal from All Studies* form is used when a student wishes to discontinue studies. The consequence of withdrawal is that the student must re-apply for admission if he or she wishes to continue the program at a later date. Students are strongly advised to discuss their desire to withdraw with the Program Co-ordinator before completing the form.

Complementary (Cross Institutional) Enrolment – Undertaking Studies at Another Institution

Written applications seeking permission to undertake studies at another institution should be lodged with the Program Co-ordinator. The application should identify the institution and contain copies of that institution's handbook descriptions of the relevant courses.



Under normal circumstances such applications will only be granted when

- (i) there is no equivalent course available at the University of Ballarat and the course(s) could clearly constitute part of the BPsySc degree program OR
- (ii) a student has failed a course and completion of an equivalent course externally will allow the student to graduate within the normal three year period OR
- (iii) Studying overseas for a semester

Common practice would indicate that complementary enrolment for one or two courses is automatically granted. Complementary enrolment in more than two courses will only be allowed under exceptional circumstances, such as studying abroad.

Under new Government regulations there may be up-front costs involved in taking complementary enrolments. Students should enquire from Student Administration on this matter.

Student Representation

Formally, the Bachelor of Psychological Science program is administered by the Psychology Programs Committee. One student will be elected from the Bachelor of Psychological Science Program to sit on this committee, which meets approximately six times a year. This student representative can bring to the notice of the Programs Committee any program related issues of concern to the students generally.

There is also a **Bachelor of Psychological Science Student Representatives Committee** that meets approximately once every six weeks. This Committee has around three students from each year, generally elected by the students, who meet regularly with the Program Co-ordinator to discuss any items of general relevance to the program. First year students will be asked to nominate for this committee towards the end of their first semester. The undergraduate student representative on the Psychology Programs Committee is normally a third year member of the Representatives Committee.

We would like to think that if you do have a concern about any aspect of the program, then you would first see the lecturer or course coordinator concerned. Alternatively, you may bring the matter to the attention of your Year Representatives on the Representative Committee or seek the advice of the Program Co-ordinator. However, should you need to, you have recourse to formal action through the Psychology Programs Committee.



Psychology Staff Directory

Contact with Staff

Concerns about a particular piece of assessment should be directed to the lecturer who has set that assessment. Concerns regarding a course of study, generally, should be directed to the appropriate Course Coordinator. Concerns about the program in general should be directed to the Program Administrator. Beyond these students should contact the Director of Psychology, Professor Anthony Love

Staff Availability

The whereabouts of staff are provided below. Lecturers will provide, on their office doors, specific days and times when they are available for student consultation. An open office door does **NOT** necessarily indicate that the lecturer within is free to receive students. An appointment will be required for consultations outside of stated times.

Students should only contact staff at their homes if they have been given specific permission to do so by the relevant staff member.

It is often easier to arrange a time to see the Program Co-ordinator, Angus McLachlan, through the secretaries, who have his schedule.

Psychology Staff: Roles

Director of Psychology:

Professor Anthony Love

Academic Staff:

Dr Mirella Di Benedetto
Dr Petah Gibbs
Dr Louise Hayes
Ms Megan Jenkins
Dr Colleen Lovell
Mr Sean MacDermott
Dr. Angus McLachlan
Assoc. Prof. Suzanne McLaren
Dr Mari Molloy
Dr Paula Mitchell (on leave)
Dr Kent Patrick

Psychology Technician:

Mr Alan Penhall (H229)



Staff Directory

Dr Mirella Di Benedetto

Qualifications BAppSci (Med Lab Sci) (*RMIT*), BBSoc (Hons), PhD (Health) (*LaTrobe*)

Email m.di_benedetto@ballarat.edu.au

Phone (03) 5327 9744

Room H217

Areas of Interest Mirella is a clinician whose research interests encompass the broad area of health psychology. Her main research areas are predictors and psychometric assessment of depression, post acute coronary syndromes, weight management and obesity issues, depression and chronic illness, and how same sex attractedness impacts on physical and mental health.

Dr Petah Gibbs

Qualifications BA (Hons), PhD (*VU*)

Email p.gibbs@ballarat.edu.au

Phone (03) 5327 9873

Room H222

Areas of Interest Primarily focused on personality assessment and psychodynamic theories of personality. Specific interests include the historical use and development of assessment tools, projective testing, and anxiety (and the defence mechanisms that are unconsciously developed to protect us from such unpleasant emotions and feelings). Petah also has a background in sport psychology and specific interests include personality and individual differences in sport, and athlete stress and anxiety.

Dr Louise Hayes

Qualification BA (*Ballarat*), BAppSci (Hons), PhD (Clinical) (*RMIT*)

Email l.hayes@ballarat.edu.au

Phone (03) 5327 9434

Room H244

Areas of Interest Louise is a clinically trained psychologist working in research and clinical settings on mental health treatments and interventions for children, adolescents, and parents. Louise currently has a grant from *beyondblue* to work on the treatment of adolescent depression. In addition, Louise's other research interests are applied behaviour analysis, advances in



behavioural and cognitive behavioural treatments, and mindfulness based therapies.

Ms Megan Jenkins

Qualification BA (Psychology) (Hons) (*Ballarat*)
Email m.jenkins@ballarat.edu.au
Phone (03) 5327 9775
Room H206
Areas of Interest Megan currently practices in clinical health psychology, working primarily with children and adolescents, and her research interests also lie within this area. She holds particular interest in the relationship between chronic illness and mental health, high prevalence disorders (anxiety/depression) and youth, and mental health and unemployment.

Professor Anthony Love

Qualifications: Dip Ed (Tert.) (*USQ*), MA (Clin. Psych.), BA (Hons) (*Melbourne*), PhD (*LaTrobe*),
Email: a.love@ballarat.edu.au
Phone: (03) 5327 9610
Room: H234
Areas of Interest: Anthony Love is a clinical psychologist and his key interests are in the areas of psycho-oncology and palliative care. Topics include: psychological reactions to and coping with serious illness, especially cancer; advance care planning; and the impact of caring for others with serious illness. This work also considers the concept of ethical care, and how we translate principles such as respect for autonomy into best practice in these areas. Professional program students and fourth year students interested in developing projects related to these topics are encouraged to speak with him about supervision possibilities.

Dr Colleen Lovell

Qualifications BCom, Dip. Ed. (*Melbourne*), GDSocSc (Psy)(*Monash*), BSocSc. (Hons)(*CSU*), DPsych (*Swinburne*).
Email c.lovell@ballarat.edu.au
Phone (03) 5327 9619
Room H212
Areas of Interest: include psychotherapy/counselling (e.g., client outcomes), mental health issues (e.g., anxiety,



depression), clinical supervision, compassion fatigue, satisfaction and burnout. Colleen is happy to consider supervising students outside the areas listed above particularly where students are interested in applying qualitative research methods.

Mr Sean MacDermott

Qualifications: Grad Dip Psych, BSc Psych (Hons) (*Monash*), BSc Eng (Hons)(*London*), MSc (*Nottingham*).

Email: s.macdermott@ballarat.edu.au

Phone: (03) 5327 6106

Room: H207

Areas of Interest: Mainly in the areas of youth and adolescent mental health. Specific interests include: depression, emotion regulation, substance abuse, and 'affluenza' (links between psychological well-being and materialism / overconsumption).

Dr Angus McLachlan

Qualifications: BA (Hons) (*Durham*), PhD (*London*)

Email: a.mclachlan@ballarat.edu.au

Phone: (03) 5327 9666

Room: H225

Areas of Interest: Focussed on laughter and humour and the functions of both during every day talk. He is particularly interested in how they are used to establish friendship and status. He offers supervision in these areas and has a passing interest in self-presentation, achievement and personal esteem. Angus also tackles topics from the general field of non-verbal communication and social psychology.

Associate Professor Suzanne McLaren

Qualifications BA (Hons), PhD (*Tasmania*)

Email s.mclaren@ballarat.edu.au

Phone (03) 5327 9628

Room H221

Areas of Interest: Broadly encompass the areas of health psychology and mental health. Specific interests include: place of residence (rural/urban), sexual orientation, sense of belonging, depression and suicide. Suzanne offers postgraduate supervision in any of these areas.



Dr Mari Molloy

Qualifications BA (*Deakin*), PG Dip Psych, DPsych (*Ballarat*), MAPS, CCLIN

Email m.molloy@ballarat.edu.au

Phone (03) 5327 9760

Room H247

Areas of Interest: Broadly encompass the areas of clinical psychology and mental health prevention and treatment. Specific interests include anxiety & depression, suicide, trauma, personality disorders and sexual orientation.

Dr Paula Mitchell (on leave)

Qualifications: BSc (Hons), PhD (*Monash*)

Email: p.mitchell@ballarat.edu.au

Phone: (03) 5327 9622

Room: H223

Areas of Interest: Paula provides clinical and consultancy services in sleep disorders, fatigue and shiftwork. These constitute her main research areas, with a particular focus on the behavioural and psychological consequences of disturbed sleep. She is also interested in individual differences in circadian rhythms and the effects of caffeine on mood and performance. In addition, Paula is committed to improving rural and regional road safety, particularly in high risk groups such as young drivers.

Dr Kent Patrick

Qualifications: BAppSc (Chiro) (*RMIT*), Grad Dip Psych Studies, BAppSc (Hons), PhD (*Deakin*)

Email: k.patrick@ballarat.edu.au

Phone: (03) 5327 9624

Room: H224

Areas of Interest: Encompasses the broad area of industrial / organisational psychology. More specifically, Kent is interested in factors promoting employee engagement and wellbeing in the workplace, as well as associated organisational consequences.



School of Behavioural and Social Sciences and Humanities

Head of School Associate Professor Rosemary Green

The Psychology Discipline operates from within the School of Behavioural and Social Sciences and Humanities which covers a variety of discipline areas including English Literature, Children's Literature, Asian Studies, Japanese, Film and Media Studies, Historical and Heritage Studies, Indigenous Studies, Rural Social Welfare, Social Sciences and Philosophy.

Apart from the Bachelor of Psychological Science, the School offers a variety of other undergraduate programs, the largest being the Bachelor of Arts, as well as several postgraduate qualifications including a postgraduate Doctor of Psychology. The School also has a significant number of Masters and PhD students researching in a number of disciplines.

The current Head of School, Associate Professor Rosemary Green, and the administrative staff reside in the Annexe which links the H and T buildings, where the majority of the academic staff can be found.

School Academic Staff – Other Disciplines

Staff photographs are displayed outside the General Office on the second floor of 'H' building (commonly known as the Annexe). These will help you identify the staff member who is taking a particular course, or to whom you may need to speak.

To assist you, the following is a list of some of the people you may have contact with throughout your academic career.

Literary and Cultural Inquiry

Assoc Prof Meg Tasker
Dr Jane Mummery
Dr Lesley Speed
Dr Lorraine Sim

Social Inquiry

Ms Katrina Brown
Dr Anne Beggs-Sunter
Dr Bev Blaskett
Assoc Prof John McDonald
Dr Janice Newton
Dr Jeremy Smith
Dr David Waldron



School Academic Staff – Other Disciplines (continued)

Globalisation Studies

Dr Xiaoli Jiang
Mr Koji Hoashi
Mr John Maguire
Dr Janice Newton
Dr Jeremy Smith
Dr Anne Beggs Sunter

Rural Social Welfare

Assoc Prof Rosemary Green
Ms Katrina Brown
Ms Janet Bradshaw

EAP

Ms Christine Kimonides
Ms Fiona Robertson

School Administrative Staff

Ms Tanya Adair
Ms Carmel Bassett
Ms Lyn Casey
Ms Katrina Franc
Ms Sally Grist
Ms Fiona Hodder
Ms Irene Keating

School Office

Phone (03) 5327 9610 Fax (03) 5327 9840
