



# PSYC11008 *Biological Foundations of Psychology*

## Term 1 - 2019

Profile information current as at 09/04/2024 10:41 pm

All details in this unit profile for PSYC11008 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit you will be introduced to the biological bases of human behaviour. The content of the unit examines: the structures and functions of the brain and nervous system; sensory and perceptual processes; learning and memory; states of consciousness; and neurological disorders. The Australian Psychology Accreditation Council (APAC) states that graduates of psychology must be able to comprehend and apply a broad range of knowledge including the neurological elements underpinning human experience and behaviour. The brain and nervous system are significant factors which contribute to the aetiology of psychological disorders and the maintenance of mental health. Consequently, a sound understanding of biological principles is essential to psychology students seeking future careers either as clinicians or as researchers. A further competency required by APAC is the ability to analyse and critique psychological theory and research, and be able communicate these findings in a written format. Psychologists are expected to become "scientist-practitioners" and you will learn how to conduct basic literature searches and communicate your findings in short written assessments using conventional APA style and formatting.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2019

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 10%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Online Quiz(zes)**

Weighting: 60%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from "Have your say" survey

##### **Feedback**

Students stated there were too many sources of help regarding APA formatting.

##### **Recommendation**

Consider directing students only to the APA Publication Manual and the CQUniversity guide.

#### Feedback from "Have your say" survey

##### **Feedback**

Occasionally students wanted to discuss points after the 2 hr lecture, but would be cut off due to the ISL time limit

##### **Recommendation**

Arrange for 1 hour ISL tutorial time after the 2 hour lecture to allow for discussion and questions.

#### Feedback from "Have your say" survey

##### **Feedback**

Some students found the comments / questions from other students would occasionally take up too much time during lectures.

##### **Recommendation**

This type of discussion could be facilitated during the extra half hour after the lecture (see above recommendation).

#### Feedback from "Have your say" survey

##### **Feedback**

Students found the use of case studies and scenarios contributed to learning new concepts

##### **Recommendation**

Continue to incorporate the use of case studies and examples.

#### Feedback from "Have your say" survey

##### **Feedback**

Generally students found the level of feedback useful - especially in the first essay. This assisted students in refining the second essay.

##### **Recommendation**

Continue to provide detailed feedback to the first essay.

## Unit Learning Outcomes

### **On successful completion of this unit, you will be able to:**

1. Explain the major theories and principles underpinning biological psychology
2. Conduct a basic literature search on a topic in biological psychology and compose a brief written submission which summarises current research
3. Develop the capacity to link principles of biological psychology to perception, cognition, emotion and behaviour.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 60%	•		•
2 - Written Assessment - 10%		•	
3 - Essay - 30%	•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication		•	
2 - Problem Solving			
3 - Critical Thinking	•	•	•
4 - Information Literacy		•	
5 - Team Work			
6 - Information Technology Competence	•	•	
7 - Cross Cultural Competence			
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 60%			•			•				
2 - Written Assessment - 10%	•					•				
3 - Essay - 30%	•		•	•		•				

## Textbooks and Resources

### Textbooks

PSYC11008

#### Prescribed

##### **Psychology. Fifth Australian and New Zealand edition**

Edition: 5th (2019)

Authors: Burton L, Westen, D, & Kowalski, R.

Wiley

Milton , Queensland , Australia

ISBN: 9780730363262

Binding: eBook

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#### Supplementary

##### **Publication Manual of the American Psychological Association**

Edition: 6th (2009)

Authors: American Psychological Association

American Psychological Association

Washington , DC , USA

ISBN: 978-1433805615

Binding: Paperback

#### Additional Textbook Information

**The eText version of Psychology (Burton, Westen & Kowalski, 2019)** is available from WileyDirect for AUD \$75.

The eText can be downloaded to four devices. Students have lifetime, offline access. To purchase the eText from WileyDirect, use this url: <http://www.wileydirect.com.au/buy/psychology-5th-australian-and-new-zealand-edition/>

**If you prefer, a hard copy version** of the text is also available for AUD \$154.95 To purchase the hard copy, use this url: <http://bookshop.cqu.edu.au> (search on the Unit code)

The APA Manual will be used throughout your entire degree and can also be purchased at the CQUni Bookshop, see link above.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Access to Zoom (session log-in details will be provided)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Chris Crawford** Unit Coordinator

[c.j.crawford@cqu.edu.au](mailto:c.j.crawford@cqu.edu.au)

## Schedule

**Week 1 - 11 Mar 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Introduction and overview of Biological Psychology	Chapter 1 (pages 5 - 34)	

**Week 2 - 18 Mar 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Neurons: the basic building blocks	Chapter 3 (pages 136 - 152)	

**Week 3 - 25 Mar 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Brain Bits	Chapter 3 (pages 153 - 177)	

**Week 4 - 01 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Making sense of the senses Part A	Chapter 4 (pages 205 - 232)	<b>Journal Summary</b> Due: Week 4 Monday (1 Apr 2019) 9:00 am AEST

**Week 5 - 08 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Making sense of the senses Part B	Chapter 4 (pages 233 - 254)	

**Vacation Week - 15 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 22 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Thinking, emotions and behaviour	No reading this week	Quiz 1 Opens Thursday 25 April at 1200 / Closes Friday 26 April 2345

**Week 7 - 29 Apr 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Learning about learning	Chapter 6	

**Week 8 - 06 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Memories are made of this	Chapter 7	<b>Short Essay - Heredity or environment as the primary determinant for personality</b> Due: Week 8 Monday (6 May 2019) 9:00 am AEST

**Week 9 - 13 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Contradictions of consciousness	Chapter 5	

**Week 10 - 20 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Intelligence	Chapter 9	

**Week 11 - 27 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Neurological disorders	Chapter 15	

**Week 12 - 03 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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Review of course content  
The future of neurological health

No reading this week

Quiz 2 Opens Thursday 6th June at 1200 / Closes Friday 7th June at 2345

**Online Quizzes (2)** Due: Week 12  
Friday (7 June 2019) 11:45 pm AEST

#### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

## Assessment Tasks

### 1 Journal Summary

#### Assessment Type

Written Assessment

#### Task Description

##### Assessment 1 introduction:

- It is hypothesised that psychological therapy fundamentally changes networks and activity brain (neural plasticity).
- Your task is to read and critically review a journal article that discusses the evidence for neural plasticity in the context of mindfulness in the treatment of PTSD.

##### Assessment 1 instructions:

- Download the journal article found at <https://doi.org/10.1016/j.biopsycho.2018.01.005>
- Write a critical summary of 270 - 330 words. This does not include your references. Include a title page.
- Use appropriate APA formatting in-text. Include a reference page with correct APA formatting.
- An abstract is not required.
- Submit the assessment via the Moodle as a Word doc or docx file with your last name and initial i.e. crawfordc.doc
- It is good practice to upload and check the assessment a couple of days before the due date to allow Turnitin to review your work.
- Make sure you click the submit button to completely submit the assessment for grading.

**Follow the assessment structure below.** (The total for this assessment task is 10 marks.)

##### Introduction/Literature Review (2 marks)

- In ONE or TWO sentences outline the issue being investigated.
- In ONE sentence explain why this issue was important enough to research.

##### Method (2 marks)

- In ONE or TWO sentences describe how were participants recruited? How many participants were in the final sample?
- In ONE or TWO sentences describe the dependent variable(s).

##### Results/Discussion (4 marks)

- Pick ONE of the main findings discussed in this section and in TWO sentences describe the finding AND what it means.
- In ONE sentence describe a methodological issue that may have impacted on the findings.
- In ONE sentence describe the future direction for research noted by the authors.

- In ONE sentence summarise the overall conclusion of the article.

### **Correct use of APA formatting (2 marks)**

#### **Assessment Due Date**

Week 4 Monday (1 Apr 2019) 9:00 am AEST

Online via Moodle

#### **Return Date to Students**

Vacation Week Monday (15 Apr 2019)

#### **Weighting**

10%

#### **Assessment Criteria**

**Total possible of 10 points.**

#### **Introduction and literature review (2 points)**

- 0 Introduction not present or was not relevant to the journal article.
- 1 Introduction present, literature summarised, only loosely applied to the journal article.
- 1.5 Introduction present, literature summarised, Related clearly and effectively to the journal article.
- 2 Introduction and literature concisely summarised, Related clearly and effectively to the journal article using original language and interpretation.

#### **Method (2 points)**

- 0 Discussion on methodology not present or was not relevant to the journal article.
- 1 Methodology discussed but only loosely applied to the journal article.
- 1.5 Methodology discussed. Related clearly and effectively to the journal article.
- 2 Methodology discussed. Related clearly and effectively to the journal article using original language and interpretation.

#### **Results / discussion (4 points)**

- 0 Results / discussion not present or were not relevant to the journal article.
- 2 Results and discussion have been loosely summarised and relate to the journal article.
- 3 Results and discussion are summarised and relate well to the journal article.
- 4 Results and discussion are clearly and effectively summarised Related clearly and effectively to the journal article using original language and interpretation.

#### **APA formatting (2 points)**

- 0 APA formatting not present.
- 1 Attempt made with APA formatting but contained many errors.
- 1.5 APA formatting contained few errors.
- 2 Exceptional formatting with very few errors.

#### **Word limit**

- The word limit is 270 - 330 words not including title page or references page.
- Submissions outside of this limit will be subject to a 5% penalty.

#### **Late submission**

- Late submissions will be subject to a 5% penalty per day.

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- have a good, general, knowledge of the major principles and theories of the Biological Foundations of Psychology
- have a knowledge of the application of these principles to both human and non-human behaviour
- have developed writing, research and statistical skills

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

## 2 Short Essay - Heredity or environment as the primary determinant for personality

### Assessment Type

Written Assessment

### Task Description

#### Short Essay - Introduction

- Personality is commonly defined as "... enduring patterns of thought, feeling, motivation and behaviour that are expressed in different circumstances." (Burton, Westen & Kowalski, 2019, p. 707).
- Historically there have been two perspectives on what contributes to personality.
- The first is heredity - the organism's inherited genetic code which provides an innate advantage or disadvantage over other organisms.
- The second is environment - the circumstances in which the organism finds itself including social setting and available learning opportunities.
- It is currently accepted that these two factors interact and both contribute to personality.
- However, your task is to use current research and argue that one is more important than the other.

#### Assessment 2 - Instructions:

- Write a brief essay which takes a stand on whether personality is determined primarily by heredity or environment.
- Search the CQU library database or Google Scholar for the terms "heredity," "environment" and "intelligence".
- To widen the search, you may want to include terms such as: nature, nurture, genetics, twin studies, etc.
- Select and download the full-text version of two articles which both support your stance.
- The essay to be 900 - 1100 words. This does not include your references or title page.
- Include a title page.
- Use appropriate APA style. Use appropriate APA in-text referencing.
- Include a references list for the two articles in APA formatting.
- An abstract is not required.
- Submit the assessment via the Moodle as a Word doc or docx file with your last name and initial i.e: crawfordc.doc
- It is good practice to upload the assessment a couple of days before the due date to allow Turnitin to review your work.
- Ensure you click the final **Submit** button so your submission can be assessed.

#### Assessment Due Date

Week 8 Monday (6 May 2019) 9:00 am AEST

Online via Moodle

#### Return Date to Students

Week 11 Monday (27 May 2019)

#### Weighting

30%

#### Assessment Criteria

**Total possible of 30 points.**

##### Introduction and literature review (4 points)

- 0 Introduction not present or was not relevant to the journal articles. Student did not take a clear stance on the topic.
- 2 Introduction present, literature summarised only loosely. Student took a stance, but not well supported by the literature.
- 3 Introduction present, literature summarised well. Student took a stance which was adequately supported by the literature.
- 4 Introduction and literature concisely and effectively summarised. Student took a clear stance which was very well supported by the literature using original language and interpretation 4 marks.

### Utilisation of journal article one (8 points)

- 0 The journal article did not relate to the topic, was not summarised effectively or correctly. Summary was not linked to the stance taken by the student.
- 4 The journal loosely related to the topic and was summarised, but missed key points. The summary was only loosely linked to the stance taken by the student.
- 6 The journal article related to the topic, was summarised correctly. The summary covered most key points. The summary was linked well to the stance taken by the student.
- 8 The journal related clearly to the topic and was effectively summarised. The summary was effectively covering all key points. The summary was creatively linked to the stance taken by the student using original language and interpretation.

### Utilisation of journal article two (8 points)

- 0 The journal article did not relate to the topic, was not summarised effectively or correctly. Summary was not linked to the stance taken by the student.
- 4 The journal loosely related to the topic and was summarised, but missed key points. The summary was only loosely linked to the stance taken by the student.
- 6 The journal article related to the topic, was summarised correctly. The summary covered most key points. The summary was linked well to the stance taken by the student.
- 8 The journal related clearly to the topic and was effectively summarised. The summary was effectively covering all key points. The summary was creatively linked to the stance taken by the student using original language and interpretation.

### Conclusion (5 points)

- 0 Conclusion not present or not related to the stance taken by the student and / or not supported by the journal articles.
- 2.5 Conclusion related loosely to the stance taken by the student. Not well supported by the journal articles.
- 4 Conclusion related well to the stance taken by the student and is supported by the journal articles.
- 5 Conclusion related clearly and effectively to the stance taken by the student, very well supported by the journal articles and uses original language and interpretation.

### APA formatting (5 points)

- 0 APA formatting not present.
- 2.5 Attempt made with APA formatting but contained many errors.
- 4 APA formatting contained few errors.
- 5 Exceptional formatting with very few errors.

### Word limit

- The work limit is 900 - 1100 words not including title page or references page.
- Submissions outside of this limit will be subject to a 5% penalty.

### Late submission

- Late submissions will be subject to a 5% penalty per day.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- have a good, general, knowledge of the major principles and theories of the Biological Foundations of Psychology
- have a knowledge of the application of these principles to both human and non-human behaviour
- have developed writing, research and statistical skills

### Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

## 3 Online Quizzes (2)

### Assessment Type

Online Quiz(zes)

### Task Description

There are two online quizzes

- The first is in Week 6 (covering weeks 1-5).
- The second is in Week 12 (covering weeks 7-11).
- Each quiz contains 60 multiple choice questions.
- You will have 60 minutes to complete each quiz.
- At the end of 60 minutes all completed quiz questions will be submitted automatically.
- If you do not know the answer to a question, it is best to move onto the next question.
- Feedback will be provided on the Moodle site one week after the quiz closes.

### Number of Quizzes

2

### Frequency of Quizzes

Other

### Assessment Due Date

Week 12 Friday (7 June 2019) 11:45 pm AEST

### Return Date to Students

Review/Exam Week Monday (10 June 2019)

Feedback via Moodle

### Weighting

60%

### Assessment Criteria

Each of the two quizzes is worth 30 marks each.

Each quiz has 60 multiple choice questions.

Each quiz question is worth half a mark.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

Submit via Moodle

### Learning Outcomes Assessed

- have a good, general, knowledge of the major principles and theories of the Biological Foundations of Psychology
- have a knowledge of the application of these principles to both human and non-human behaviour

### Graduate Attributes

- Critical Thinking
- Information Literacy

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem