PSYC14055 *Innovations and Applications in Psychology*
Term 3 - 2023

Profile information current as at 17/05/2024 09:31 pm

All details in this unit profile for PSYC14055 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

The discipline of psychology has a long history of using research and theory to provide explanations for the complexities of human behaviour. Yet, we live in a world that is rapidly changing – environmentally, socially, politically, and technologically. In this unit, you will learn how psychology is responding to contemporary challenges, particularly when it comes to diverse and vulnerable groups in our society. You will be exposed to critical and emerging issues in the study of psychology. Drawing on a scientist-practitioner approach, you will examine how psychological theory and research can be applied to the identification and evaluation of solutions to these challenges.

Details

Career Level: *Undergraduate*
Unit Level: *Level 4*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Students must be enrolled in CC42 Bachelor of Psychological Science (Honours)
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 3 - 2023

- Online

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: 50%
2. **Presentation**
Weighting: 50%

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 SUTE data

Feedback
Not clear what the relevance of this unit is to students who intend to go on to Clinical or Professional Psychology Masters courses.

Recommendation
Make the relevance of the transferable skills taught in this unit more obvious to the cohort.

Feedback from SUTE data

Feedback
More clarity needed on assessment instructions.

Recommendation
Review all the assessment information provided on Moodle and in tutorials. Amend if improvements can be identified.

Feedback from SUTE data

Feedback
The hands on and real-life assessments were valued.

Recommendation
Continue to apply knowledge, teaching and assessment to real-life situations.

Unit Learning Outcomes

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

1. Critically analyse how psychological theory and research has been applied to understand contemporary issues and challenges of human behaviour
2. Apply an evidence-based psychological solution to a contemporary societal or global issue or challenge
3. Effectively communicate to academic and non-academic audiences how psychological theory and research can be used to understand and provide solutions for contemporary societal or global issues

Learning outcomes fulfil the level 2 pre-professional core competencies required by the updated Australian Psychology Accreditation Council (APAC) guidelines. The learning outcomes also meet the study criteria as specified by the Psychology Board of Australia (PsyBA) and as appropriate for study at level 8 as stated by the Australian Qualifications Framework (AQF).

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — | N/A Level | ○ | Introductory Level | ● | Intermediate Level | ● | Graduate Level | ○ | Professional Level | ○ | Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	**2**	**3**
1 - Written Assessment - 50%	●	●	●
2 - Presentation - 50%	●	●	●

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			

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Tina McAdie Unit Coordinator
t.mcadie@cqu.edu.au
Hannah Thorne Unit Coordinator
h.thorne@cqu.edu.au

Schedule

Week 1: Taking action - 06 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
How to get people to engage in pro-environmental behaviours. Prof. Drew Dawson. Recorded presentation.	Relevant resources are available on Moodle. Recorded lecture is available on Moodle.	

Week 2: Community and taking action - 13 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
Public policy for intergenerational wellbeing. Prof. Girol Karacaoglu. Recorded presentation.	Relevant resources are available on Moodle. Recorded lecture is available on Moodle.	

Week 3: NGOs and taking action (Part 1) - 20 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic
NGOs, funding, and grants. Nathan Spruce, General Manager, Impact Community Services not-for-profit. Recorded presentation.	Relevant resources are available on Moodle. Recorded lecture is available on Moodle.	

Week 4: NGOs and taking action (Part 2) - 27 Nov 2023

Module/Topic	Chapter	Events and Submissions/Topic

NGOs, funding, and grants.
Nathan Spruce, General Manager,
Impact Community Services not-for-
profit.

Recorded presentation.

| | Relevant resources are available on Moodle.
Recorded lecture is available on Moodle. | |

Vacation Week - 04 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Take some time out.		

Week 5: Health and (mis)beliefs - 11 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Vaccine hesitancy & attraction to complementary medicine. Dr Gabrielle Bryden. Recorded presentation.	Relevant resources are available on Moodle. Recorded lecture is available on Moodle.	

Week 6: Wicked Social Issues - 18 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Domestic violence and animals. Prof. Tania Signal. Recorded presentation.	Relevant resources are available on Moodle. Recorded lecture is available on Moodle.	**Assessment 1: Grant Application: due 9am Monday the 18th of December** **Grant Application** Due: Week 6 Monday (18 Dec 2023) 9:00 am AEST

Vacation Week - 25 Dec 2023

Module/Topic	Chapter	Events and Submissions/Topic
Take some time out.		

Week 7: Social Change (Part 1): First Nations Focus - 01 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Strengthening systems for Indigenous health care equity. Dr Tessa Benveniste and Dr Vicki Saunders. Recorded discussion.	Relevant resources are available on Moodle. Recorded lecture is available on Moodle.	

Week 8: Social Change (Part 2): First Nations Focus - 08 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social determinants of health and boarding schools. Dr Tessa Benveniste. Recorded presentation.	Relevant resources are available on Moodle. Recorded lecture is available on Moodle.	

Week 9: Health and Psychology - 15 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic
Health and wellbeing in a vulnerable population: Shiftworkers. Dr Charlotte Gupta. Recorded presentation.	Relevant resources are available on Moodle. Recorded lecture is available on Moodle.	

Week 10: Parenting and Psychology - 22 Jan 2024

Module/Topic	Chapter	Events and Submissions/Topic

| | | Relevant resources are available on Moodle. Recorded lecture is available on Moodle. | **Assessment 2: Funding Pitch Presentation due (depending on your allocated time slot)** |

The evolution of and innovations in parenting programs.
Dr Cassy Dittman.

Recorded presentation.

Week 11: The use of (mis) information - 29 Jan 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Decoding the gurus: Conspiracy theories and psychology. Prof. Matthew Browne Recorded presentation.	Relevant resources are available on Moodle. Recorded lecture is available on Moodle.	**Assessment 2: Funding Pitch Presentation due (depending on your allocated time slot)**

Week 12: Life lessons - 05 Feb 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Goal setting. Assoc. Prof. Amanda Rebar. Recorded presentation.	Relevant resources are available on Moodle. Recorded lecture is available on Moodle.	**Assessment 2: Funding Pitch Presentation due (depending on your allocated time slot)**

Exam Week - 12 Feb 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Term Specific Information

Dr Hannah Thorne (email: h.thorne@cqu.edu.au) will be taking over Unit Coordination and teaching roles for this unit from Week 5 of term.

Assessment Tasks

1 Grant Application

Assessment Type
Written Assessment

Task Description
The aim of this assessment is to demonstrate competence in the following unit learning outcomes: 1) Critically analyse how psychological theory and research has been applied to understand contemporary issues and challenges of human behaviour; 2) Apply an evidence-based psychological solution to a contemporary societal or global issue or challenge; 3) Effectively communicate how psychological theory and research can be used to understand and provide solutions for contemporary societal or global issues.
Assessment word count: Each section has a maximum word or page limit (specified on the grant application template). There is no minimum word count.

Overall Weighting: 50%
A grant application template has been provided (plus an annotated template with guiding comments). You are to complete this grant application as an employee of a grassroots community organisation. You will need to 'make up' this organisation and its mission/purpose. E.g., Thorne Thought is a not-for-profit dedicated to improving the mental health and wellbeing of young people in South Australia. You are free to choose the contemporary challenge (and potentially a the diverse/vulnerable group) that you address. It is a good idea to peruse the topics that we are covering in this unit and consider using one of these or the resources provided. Your grassroots organisation will have one year to complete this project (March 1, 2024 – March 1, 2025). Please ensure that your timelines are consistent with these dates.
More detailed information is available in the Assessment tab of Moodle.

Assessment Due Date
Week 6 Monday (18 Dec 2023) 9:00 am AEST

Please submit to Moodle

Return Date to Students
Week 8 Friday (12 Jan 2024)
Marks and individual feedback will be available on Moodle

Weighting
50%

Assessment Criteria
Identification of the problem and background information (how common is this problem? Any historical reasons for this problem, etc.) (worth 25%)
Proposed intervention (and explanations/evidence from the literature for why you think that this would work) (worth 25%)
Evaluation plan (how are you going to demonstrate to the funder that this intervention has worked) (worth 20%)
Budget and timeline (worth 10%)
Ethical considerations (worth 10%)
Written style (worth 10%)

A more detailed marking rubric will be available on Moodle.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Please submit to Moodle

Learning Outcomes Assessed

- Critically analyse how psychological theory and research has been applied to understand contemporary issues and challenges of human behaviour
- Apply an evidence-based psychological solution to a contemporary societal or global issue or challenge
- Effectively communicate to academic and non-academic audiences how psychological theory and research can be used to understand and provide solutions for contemporary societal or global issues

2 Funding Pitch

Assessment Type
Presentation

Task Description
The aim of this assessment is to demonstrate competence in the following unit learning outcomes: 1) Critically analyse how psychological theory and research has been applied to understand contemporary issues and challenges of human behaviour; 2) Apply an evidence-based psychological solution to a contemporary societal or global issue or challenge; 3) Effectively communicate how psychological theory and research can be used to understand and provide solutions for contemporary societal or global issues.
The presentation will be 10 minutes duration.
Overall Weighting: 50%
This will take the form of an oral funding pitch presentation to a panel of potential funders where you will be providing information on the background to the contemporary issue, identification of why it is a problem, and suggesting a potential intervention to implement and then details on how this will be evaluated. This will require a good knowledge of the background literature and skilled critical evaluation of the issue and consideration of how it could be addressed. You will need to present information clearly and persuasively to a non-academic audience.
You will submit a very brief summary of the issue and proposed solution (approx 250 words) to Moodle and a one page proposed budget. Also include a reference list of sources you will have referred to in your pitch.
PLEASE NOTE: This will be a different contemporary issue to the one you addressed for Assessment 1 (Grant Application).

Assessment Due Date

Individual sessions will be scheduled in Weeks 10, 11, and 12

Return Date to Students

Marks and individual feedback will be provided to students once all presentations have been viewed and marked, end of Week 13.

Weighting
50%

Assessment Criteria
Identification of the problem and background information (how common is this problem? Any historical reasons for this problem, etc.) (worth 25%)
Proposed intervention (and explanations/evidence from the literature for why you think that this would work) (worth 25%)
Evaluation plan (how are you going to demonstrate to the funder that this intervention has worked) (worth 20%)
Budget and timeline (worth 10%)
Ethical considerations (worth 10%)
Spoken style, summary and reference list (worth 10%)

A more detailed marking rubric will be available on Moodle.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
You will a give a live presentation on Zoom which will be recorded by the Unit Coordinator. Submit a very brief written summary to Moodle.

Learning Outcomes Assessed

- Critically analyse how psychological theory and research has been applied to understand contemporary issues and challenges of human behaviour
- Apply an evidence-based psychological solution to a contemporary societal or global issue or challenge
- Effectively communicate to academic and non-academic audiences how psychological theory and research can be used to understand and provide solutions for contemporary societal or global issues

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