Flinders University
Faculty of Social and Behavioural Sciences

SCHOOL OF PSYCHOLOGY

GRADUATE DIPLOMA IN PSYCHOLOGY

2013

School of Psychology website
www.flinders.edu.au/psychology

Graduate Diploma website
This is not an official University publication and while every effort is made to ensure the accuracy of the information it contains, the University Calendar should be consulted for definitive information on courses, statutes, regulations, policies and procedures.

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Graduate Diploma in Psychology Information Handbook

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Graduate Diploma in Psychology: Overview

The Graduate Diploma was developed for graduates of disciplines other than psychology. It provides people who hold a degree in another area with an opportunity to complete a **nationally accredited undergraduate major in Psychology**. ‘Accredited’ means that it has formal approval as an undergraduate psychology award from the Australian Psychological Accreditation Committee (APAC). This, in turn, means that it formally qualifies graduates to pursue further study in psychology.

Some people undertake the Graduate Diploma to enhance their understanding of human behaviour and/or their work skills. Others are interested in pursuing a new career.

Students who complete the diploma are eligible to apply for admission to accredited Honours programs in psychology at any Australian university. However, it should be noted that Honours entry is competitive, and good grades are needed in psychology topics to gain an Honours place. **For information about Honours** and the grades required for entry, see the Honours Information Handbook which is available online through the School of Psychology at [http://flinders.edu.au/sabs/psychology/studying-psychology/courses/honours.cfm](http://flinders.edu.au/sabs/psychology/studying-psychology/courses/honours.cfm) or contact the School to request a copy.

The Graduate Diploma may also be suitable for graduates who have a psychology major from an overseas institution or whose psychology major was completed three or more years ago and who wish to update their psychology qualification (APAC sets a limit of 10 years between completion of a psychology major and entry into Honours).

The Graduate Diploma comprises second and third level psychology topics. It is available on a full-time (1 year) or part-time (within 6 years) basis. Students enrolling on a full-time basis in the program can expect to undertake a heavy workload. **Completing the Graduate Diploma within a single year is only possible for students who commence their course in Semester 1.** Students who commence in Semester 2 of the academic year will require a minimum of 3 semesters to complete the course.

The **topics that make up the Graduate Diploma are offered on an internal basis.** This means that some on-campus attendance is required. However, for many topics, lectures are recorded and made available online, and other topic material might also be provided on line. Further details about recording are given for individual topics later in this handbook.

**Admission Requirements**

For admission to the Graduate Diploma in Psychology applicants must have:

1. completed a Bachelor’s degree at an approved university, and

2. met the prerequisites for second level psychology topics by having completed first level psychology within the last 7 years either
   - at Flinders University (e.g., PSYC1101 Psychology 1A and PSYC1102 Psychology 1B) or PSYC1101 and PSYC1102 (1B), or
   - at another approved institution

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1 Even though the Diploma comprises undergraduate topics, it is classified by the university as a postgraduate award simply because students have previously graduated with a degree.
Applicants who do not meet the second requirement above can complete the Graduate Diploma Qualifying Topic (QT) before commencing the Graduate Diploma. The QT is offered as an online course. Materials for the QT are predominantly delivered via the web (with lectures also available on DVD). The sole purpose of the QT is to enable students to qualify for entry into the Graduate Diploma in Psychology at Flinders University. It will not result in an entry in a formal academic transcript and will not be recognised at other universities. (Any prospective student wanting a formal record of their completion of first-year topics must enrol in PSYC1101 & PSYC1102 as a ‘non-award’ student and pay the full, standard university fee for each topic.) For more information about the QT see the Graduate Diploma website.

Application Procedures

Applications for admission into the Graduate Diploma in Psychology program must be made through the South Australian Tertiary Admissions Centre (SATAC). The due date is set by SATAC and is usually in early December. Their website is at the following address: http://www.satac.edu.au/

Credit for Previous Studies

Credit towards the Graduate Diploma may be granted in accordance with University and Faculty guidelines. Applications for credit must be made on the appropriate forms, which are available from the Social and Behavioural Sciences Faculty Office. Students should note that, under national accreditation guidelines from the Australian Psychology Accreditation Council (APAC), credit for psychology topics/units can be given only for previous studies that were part of an accredited sequence in psychology (course/degree). Further information about applying for credit towards Flinders University courses is available at: http://www.flinders.edu.au/students/future/credit.html

Where students have been granted credit towards the Graduate Diploma in Psychology on the basis of previous studies, academic performance in the respective subjects from the previous degree will be taken into consideration in case of application for the Honours program in Psychology.

Fees

The Graduate Diploma in Psychology is a full fee paying program. Information on the fees for this course can be obtained from Student Finance Services on 8201 3143 or 1300 360 351 (local call within Australia).

A table showing student contributions for topics is available on the Flinders web site at http://www.flinders.edu.au/fees/.

The Flinders website provides information about all the degrees and individual topics the university offers: http://www.flinders.edu.au/future-students/courses/course-options.cfm. The Graduate Diploma in Psychology entry can be found under postgraduate course, or directly at http://www.flinders.edu.au/courses/postgrad/psc/psc_home.cfm. It provides information about the course rules and fees and, when you click through to individual topics, there is also fee information given for each topic.

Students taking the Graduate Diploma might be eligible for FEE HELP, which is a student loan scheme available through the Australian Government. The Flinders fee help page is at http://www.flinders.edu.au/enrolling/fee-paying-students/fee-help.cfm Details can be found at the government site: http://www.goingtouni.gov.au/
The nature of the Graduate Diploma

There are a number of features of the Graduate Diploma that should be understood by prospective students. They are:

1. The Graduate Diploma covers a wide range of topic areas within psychology. It is generalist training that is meant to prepare students for various possible occupations or further study options. Studying certain topic areas is obligatory. The reason for this is twofold:
   - National accreditation guidelines require that an array of specified topic areas be covered. More specifically, grounding in basic psychological knowledge relating to cognition, learning, psychophysiology, personality, social psychology and human development is mandatory for accreditation. In addition, all accredited psychology awards must include research methods and statistics at each year level.
   - These requirements exist partly because applied professional specialties in psychology, such as clinical psychology and neuropsychology and forensic psychology, rely on knowledge that derives from these basic areas.

2. The Graduate Diploma does not directly teach clinical or other professional psychology skills to a point that could be put into practice without additional training. Why is this?
   - It’s because clinical training must be provided with a view to ensuring that the practitioner is highly competent in a range of assessment, diagnostic and treatment skills, and has specialised knowledge of psychological theory, clinical research, the law, ethics, report writing, intercultural issues, record-keeping and psychopharmacology. Clinical and other applied skills require intensive practical training in small group or one-to-one settings. For example, clinical training within a Master of Psychology (Clinical) program involves a minimum of 1,000 hours of supervised practice. Much of the theoretical component of clinical training relies on a broad grounding in psychology. Thus, generalist training in the form of an accredited basic award, such as the Graduate Diploma, is a national prerequisite for clinical training that is reinforced by the accreditation process at the national level.

3. If the Graduate Diploma is taken on a full-time basis, then it is very likely to require a full-time commitment. A significant minority complete it within a single year, and many have done this very successfully. However, potential students should keep in mind that accommodating paid (or other) work and/or significant family commitments alongside a full-time enrolment could prove very challenging. This has been recognised by many Graduate Diploma students who enrol part-time.

   Workload might be an important consideration if students are hoping to gain entry into a psychology Honours program. Entry into Honours programs is competitive and requires good grades (e.g., a mixture of credits and distinctions).

4. Generally, 2nd level topics and 3rd level topics have prerequisites. This means that some more advanced topics can only be taken after other, more basic topics have been completed. For Graduate Diploma students, the prerequisites are relaxed for some topics. However, it will be necessary to complete PSYC2018 (Research Methods 2) before taking PSYC2022 (Psychological Assessment and Measurement) and PSYC3007 (Research Methods 3).
Graduate Diploma: Course structure

A brief summary of the Graduate Diploma program of studies is provided here. More detailed information about individual topics is given in subsequent pages.

A student must complete a total of 36 units of psychology topics. These consist of 18 units of core (compulsory) topics, plus 4.5 units (or one topic) of second year psychology electives and 13.5 units (3 topics) of third year psychology electives.

**Overall, 18 units of second level and 18 units of third level topics are required.**

(Second level topic codes begin with PSYC2; third level topics begin with PSYC3.)

In addition, each student must complete at least one topic that addresses human development and at least one topic that addresses social psychology (see below).

### CORE TOPICS

<table>
<thead>
<tr>
<th>Code</th>
<th>Topic</th>
<th>Units</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC2018</td>
<td>Research Methods 2</td>
<td>4.5</td>
<td>1</td>
</tr>
<tr>
<td>PSYC2020</td>
<td>Cognition and Learning</td>
<td>4.5</td>
<td>1</td>
</tr>
<tr>
<td>PSYC2022</td>
<td>Psychological Assessment and Measurement</td>
<td>4.5</td>
<td>2</td>
</tr>
<tr>
<td>PSYC3007</td>
<td>Research Methods 3</td>
<td>4.5</td>
<td>2</td>
</tr>
</tbody>
</table>

### SECOND YEAR PSYCHOLOGY ELECTIVES (students must take one)

<table>
<thead>
<tr>
<th>Code</th>
<th>Topic</th>
<th>Units</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC2019</td>
<td>Personality and Social Psychology</td>
<td>4.5</td>
<td>2</td>
</tr>
<tr>
<td>PSYC2021</td>
<td>Human Development</td>
<td>4.5</td>
<td>2</td>
</tr>
</tbody>
</table>

### THIRD YEAR PSYCHOLOGY ELECTIVES (students must take three)

<table>
<thead>
<tr>
<th>Code</th>
<th>Topic</th>
<th>Units</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC3003</td>
<td>Introduction to Clinical Psychology</td>
<td>4.5</td>
<td>2</td>
</tr>
<tr>
<td>PSYC3004</td>
<td>Advanced Social Psychology</td>
<td>4.5</td>
<td>2</td>
</tr>
<tr>
<td>PSYC3005</td>
<td>Applications to Clinical and Health Psychology</td>
<td>4.5</td>
<td>1</td>
</tr>
<tr>
<td>PSYC3008</td>
<td>Applied Cognitive Psychology</td>
<td>4.5</td>
<td>2</td>
</tr>
<tr>
<td>PSYC3009</td>
<td>Lifespan Development in Cultural Perspective</td>
<td>4.5</td>
<td>1</td>
</tr>
<tr>
<td>PSYC3010</td>
<td>Psychobiology of Sleep and Cognition</td>
<td>4.5</td>
<td>1</td>
</tr>
</tbody>
</table>

### Coverage of human development and social psychology

National accreditation guidelines require that all students receive some tuition in human development and in social psychology. Therefore:

- If PSYC2019 Personality and Social Psychology is chosen as the Second Year elective topic, students must do PSYC3009 Lifespan Development in Cultural Perspective.
- If PSYC2021 Human Development is chosen as the Second Year elective topic, students must do PSYC3004 Advanced Social Psychology.
Information about psychology

Overview

Psychology is the scientific study of human behaviour and experience. As part of their training, Psychologists study how people:

- develop and grow throughout their lives
- behave in groups, organisations and communities
- see, think, hear, feel, learn and remember
- relate and interact with partners, children and friends
- behave at work and leisure
- cope with anxiety, depression and disability
- respond to unemployment, death, divorce, handicap, fire, accident and other losses in their life

Psychology also applies fundamental scientific principles to understanding how to prevent or solve social and behaviour problems, and how to promote human welfare and development.

In teaching these areas, the School of Psychology at Flinders University prides itself on being student-friendly and offering high quality undergraduate and postgraduate courses.
Types of Psychology specialties

As psychology covers a wide range of areas, psychologists tend to specialise. Areas of speciality include:

**Clinical Psychologists** are concerned with the diagnosis, treatment and prevention of a wide range of psychological and general health problems. Some of these health problems are specialties in the School of Psychology such as eating disorders, trauma, anxiety disorders, and sleep disorders. These can affect adults, children and families. Most Clinical Psychologists are employed by state health authorities and work in psychiatric clinics and hospitals, general and rehabilitation hospitals, community health centres, specialist agencies (for example, caring for people with physical or mental disabilities, alcohol and other drug dependency) and research centres. Many practitioners also offer private clinical services.

**Educational and Developmental Psychologists** provide assessment, intervention and counselling relevant to the management of developmental and educational issues across the lifespan. Specialisations include early intervention in autism, disability, problems of learning and adjustment in schools, career and family development, lifespan transitions and ageing.

**Forensic Psychologists** apply psychological knowledge to assessment, intervention and research in the legal and criminal justice system. They provide expert opinion to the courts in such matters as criminal behaviour, eyewitness testimony, child abuse and custody disputes. They work in forensic settings such as prisons and detention centres.

**Neuropsychologists** specialise in the assessment and diagnosis of brain impairment and how this affects thinking skills, emotions, behaviour and personality. They are also involved in the rehabilitation and management of the effects of brain impairment and often work with other allied health professionals. Neuropsychologists are employed in major hospitals, rehabilitation centres, psychiatric services and private practice.

**Community Psychologists** are concerned with community issues and with creating social change to prevent or solve human problems. Many Community Psychologists work in community-based agencies. Some work in areas of social need such as with the homeless and people who are socially, mentally or physically disadvantaged.

**Counselling Psychologists** provide assessment, counselling and therapy to individuals, couples, families, groups and organisations. They often work in educational or vocational settings, or other health and welfare services and private practice. Their clients are, in general, people trying to cope with everyday stresses and the resulting emotional and social problems.

**Organisational Psychologists** are concerned with people functioning effectively in relation to their working environments. Their areas of expertise include recruitment and selection, training, appraisal and review, vocational guidance and career development, industrial relations, occupational health and safety, planning technological and organisation change, organisational behaviour, ergonomics, job redesign and marketing.

**Sports Psychologists** provide psychological assistance to people involved in sport and exercise at all levels who are seeking to function more effectively through enhanced achievement, enjoyment and social interaction. Sport Psychology services focus on performance enhancement, personal development, well-being and adjustment. Sport Psychologists work with individual athletes, coaches and teams, and often function as part of a multi-disciplinary sport science and medicine team. Employment opportunities exist in sports institutes, tertiary institutions and private practice.
Careers in Psychology

Students with a degree in psychology may find themselves employed in a number of areas including:

- human resources and industrial relations
- health services
- disability services
- police force
- armed forces
- advertising and marketing
- social policy and research
- community and youth work

Some of the positions in these areas include:

- mental health worker
- health worker
- research fellow
- foster care coordinator
- multicultural liaison
- volunteer coordinator
- domestic officer
- violence caseworker

Students may choose to pursue additional study after their psychology studies to work as:

- teachers
- social workers
- librarians
- audiologists
- medical doctors

Students with an Honours degree in psychology may be employed in a number of areas, including rehabilitation, scientific research and consultancies. Examples are:

- research scientist
- information technology specialist
- director of organisational development
- crime prevention officer
- disability support officer
- drug and alcohol case worker
- human factors researcher
- training coordinator
- family court counselor
- social planner

Graduates with an Honours degree in psychology may choose to further their education and training in specialist areas in psychology by pursuing postgraduate studies at Masters and PhD levels. On completion of advanced level studies, students may be employed as:

- clinical psychologists
- neuropsychologists
- organisational psychologists
- forensic psychologists
- educational psychologists
- university lecturers in psychology
- research scientists in psychology
To find out more on what you can do with your degree, where graduates with a Psychology degree or diploma can go, and about graduate profiles, visit the following websites:
http://www.flinders.edu.au/sabs/psychology/studying-psychology/graduate/
http://www.flinders.edu.au/careers/degree/

To Practice as a Psychologist in South Australia

In Australia, to practice as a psychologist (who works with people with problems), a student must complete four years of full-time tertiary studies to Honours level in psychology, followed by either:

- Two years of additional tertiary study to complete a Master of Psychology (Clinical) or four years for a PhD (Clinical) OR
- Two years of supervised practice in the community

Recent changes mean that the registration as a psychologist no longer occurs at state-level but rather now at a national level. The relevant organisation is the Australian Health Practitioner Regulation Agency (AHPRA) or, more specifically, the Psychology Board of Australia that sits under it. See for information about matters of registration its website at:

Psychologists are not psychiatrists. Psychiatry is a specialty in medicine. Psychologists are not medical practitioners and do not prescribe drugs. Despite this difference, there is some overlap in the expertise of neuropsychologists, clinical psychologists and psychiatrists.

Topic descriptions follow

They include:

- An indication of the number of lectures and practical/tutorial classes
- The nature of the topic
- Whether lectures are recorded (video-recorded or digitally audio-recorded). If they are recorded, they will be made available to students online on Flinders Learning Online or FLO.
- Information about practical class attendance requirements. Please note that practical classes are not recorded for any topic. For most topics, attendance at practical classes is recommended for optimal learning (and, for some topics, practical class is examinable). For a few topics, it is either compulsory or strongly recommended to ensure successful topic completion.

Note: while lecture attendance is not essential for the successful completion of most topics, in general attendance at lectures can be an advantage (e.g., some interactive elements, questions and answers may not be audible on recordings). Also, prospective students should be aware that, occasionally, an audio-recording can fail.
Topic Descriptions

Core Topics: second level

PSYC 2018 Research Methods 2 (Semester 1)
Dr Paul Williamson

Units 4.5
Class Contact 1 x 2-hour lecture weekly
7 x 2-hour practicals per semester
Lectures recorded? Yes, video-recorded
Lecture slides on line? Yes
Practicals Attendance essential for successful topic completion

This topic includes an introduction to the skills required to carry out research in psychology/behavioural sciences.
The specific issues to be addressed include:
(i) Basic research skills (the scientific method, critical evaluation of research, experimental and non-experimental designs)
(ii) basic data analysis (uni- and bivariate descriptive statistics, inferential statistical analyses of bivariate relationships [t-tests, one-way ANOVA, correlation, simple linear regression, and corresponding non-parametric tests including the chi-square test], the logic of inferential statistics, confidence intervals and effect sizes, and statistical analysis using SPSS. In addition, we introduce the extension to two independent variables by considering factorial ANOVA and multiple regression
(iii) the effective communication of research findings (primarily written). The emphasis is on an approach of critical thinking about research which looks at the whole process as well as the purpose of research rather than the mere development of a set of structured rules to follow.

PSYC 2020 Cognition and Learning (Semester 1)
Dr Michael Tlauka

Units 4.5
Class Contact 2 x 50- minute lectures weekly
4 x 50- minute tutorials per semester
Lectures recorded? Yes, video-recorded
Lecture slides on line? Yes
Practicals Attendance recommended to pass the topic (essential for some practicals)

This topic is designed to provide students with an overview of some fundamental learning principles, basic cognitive processes and their physiological bases. Theoretical issues of classical and operant conditioning, short- and long-term memory, attention and imagery, spatial learning and human factors, and the underlying physiological processes, are complemented with clinical, developmental and ergonomic applications. Practical work elaborates key concepts addressed in the lecture program, and gives students the opportunity to acquire experience with experimental research.
Psychologists are interested in many concepts and attributes that are not directly observable (e.g. intelligence and personality). Consequently, a large area of psychological research has focused on the problem of measurement of abstract psychological properties and on the development of tools for their accurate measurement. This topic introduces students to the basic principles used to identify good psychological measures and on the theoretical principles underlying standardised measurement tools (e.g. intelligence tests, personality inventories, and clinic diagnostic instruments), and the ethical principles that govern their use.

Core Topic: third level

This topic is designed to provide students with the skills needed to understand, evaluate and carry out research in psychology. It covers research ethics, research design; causal inferences; validity and reliability; the purpose of descriptive and inferential statistics; the key concepts of effect size, interaction and mediation; and a range of statistical tests, including factorial ANOVA and multiple regression. Students will gain experience at thinking critically about research, generating and writing hypotheses, designing studies, analysing data, and interpreting and reporting results.
Second Year Psychology Electives

PSYC 2019 Personality and Social Psychology (Semester 2)
A/Prof Michael Wenzel

Units 4.5
Class Contact 2 x 50- minute lectures weekly
1x 50- minute tutorial weekly
Lectures recorded? Yes, video-recorded
Lecture slides on line? Yes
Practicals Attendance recommended to pass the topic

This topic examines personality theory and assessment, and social psychological theory and research. The topic is concerned with interactions between the person and his or her social environment including society, groups, and other individuals, and how these interactions affect the person's thoughts, feelings and behaviour. The concept of interactionism will be used to explain how personality and social psychology can most effectively be applied to an understanding of human behaviour.

PSYC 2021 Human Development (Semester 2)
Dr Julie Robinson

Units 4.5
Class Contact 2 x 50- minute lectures weekly
1 x 2- hour tutorial fortnightly
Lectures recorded? Yes, video-recorded
Lecture slides on line? Most or all
Practicals There is a grade penalty for failing to attend the two lab classes that are prerequisite for data collection for the two assignments. Material in all practicals is assessable.

This topic builds upon information about human development mastered in First Year Psychology. It will extend students' understanding of developmental changes in a number of domains of human functioning and of key theories in developmental psychology. In particular, it will address biological, social, linguistic and cognitive development. Other topics that may be discussed include, but are not limited to, atypical patterns of development, research designs for the study of human development, and personality development. A topical, rather than a chronological approach is adopted. Students will have the opportunity to reflect on the ethical considerations that are relevant to research on human development, and to collect and analyse data concerning human development. There will be a final examination.
Third Year Psychology Electives

PSYC 3003 Introduction to Clinical Psychology (Semester 2)
A/Prof Eva Kemps

Units 4.5
Class Contact 2 x 50-minute lectures weekly
1 x 50-minute tutorial fortnightly
Assumed Knowledge Basic knowledge of abnormal behaviour, human physiology, cognition and psychological testing at first year level.
Lectures recorded? Yes, audio recorded
Lecture slides online? Yes
Practicals Attendance essential to pass the topic

This topic provides an introduction to the psychology of abnormal behaviour and brain dysfunction. Content focuses on the aetiology, symptomatology, and treatment of a range of psychological and neuropsychological disorders, such as anxiety, depression, traumatic head injury and dementia. The practical component consolidates these theoretical insights through the study of case reports and addresses the role of the clinician in the assessment, diagnosis and rehabilitation of various patient populations.

PSYC 3004 Advanced Social Psychology (Semester 2)
Dr Mariette Berndsen

Units 4.5
Class Contact 2 x 50-minute lectures weekly
1 x 50-minute tutorial weekly
Assumed Knowledge Basic knowledge of social psychology and understanding of methodological principles and statistics in psychology.
Lectures recorded? Yes, audio-recorded
Lecture slides online? Yes
Practicals Attendance recommended to pass the topic but essential for Dr Berndsen’s part.

Humans are social beings, whose cognitions, feelings and motivations are affected by, and affect, their interrelations with other individuals and groups. Our very sense of who we are, our effective agency and well-being are reflective of our relationships with other people. This topic investigates social psychological theory and research that helps us to understand ourselves and our social world, with implications for individual-level interventions as well as community programs or social policy. The topic will focus on selected issues of social psychology (e.g. justice, forgiveness, guilt), discuss cutting-edge research and examples in various cultural contexts, and implications for real-world problems.
PSYC 3005 Applications to Clinical and Health Psychology (Semester 1)
A/Prof Reg Nixon

Units 4.5
Class Contact 1 x 2-hour lecture weekly
Assumed Knowledge Students will need a sound understanding of general psychological principles.
Lectures recorded? Yes, audio-recorded
Lecture slides on line? Yes, some elements
Practicals Attendance highly recommended to pass the topic

This topic will focus on the way in which psychological theory and research can be applied to issues in clinical and health psychology. Through in depth examination of a small number of issues, the topic will illustrate how psychological principles, theories and research can further our understanding of key clinical or health problems in society. Potential specific areas of study are trauma, eating behaviour and body image.

PSYC 3008 Applied Cognitive Psychology (Semester 2)
Dr Melanie Takarangi

Units 4.5
Class Contact 1 x 2-hour lecture weekly
3 x 50-minute tutorials per semester
Lectures recorded? No – lecture attendance strongly recommended
Lecture slides on line? Major lecture structure slides online
Practicals Practical class attendance is highly recommended to pass the topic

This topic will focus on the way in which psychological theory and research in cognitive psychology can be applied to issues in areas as diverse as forensic psychology, educational psychology, and human factors or engineering psychology. Specific areas of study in forensic psychology may include eyewitness identification and recall, deception detection, and false and repressed memory. Topics in human factors may include virtual reality and aircraft instrument displays. Study areas in educational psychology may include assessment of learning and extraordinary cognitive or savant skills.
PSYC 3009 Lifespan Development in Cultural Perspective (Semester 1)  
Dr Julie Robinson

Units 4.5
Class Contact 9 x 2-hour lectures per semester  
1 x 2-hour tutorial fortnightly  
4 x 2-hour practicals per semester
Assumed Knowledge Introductory Psychology; basic human development, basic statistics and research methods.
Lectures recorded? Audio-recordings will be available for most (or all) lectures
Lecture slides on line? Lecture slides will be available for most (or all) lectures
Practicals All content of practicals is assessable and some assessment will occur during practicals

This topic builds on the study of development from material covered at first and second level. It illustrates the application of psychological methods to the understanding of lifespan human development by focusing on specific issues in developmental psychology, including sensitivity to cross-cultural patterns and within-country, subgroup-specific patterns (e.g. cognitive ageing in aboriginal and non-aboriginal Australians). It will adopt a biopsychosocial approach, drawing on the Lifespan Framework of Baltes and Bronfenbrenner's Bio-ecological Systems Model. Theoretical, empirical and professional approaches will be used to canvass contemporary issues impinging on development at various points across the lifespan.

PSYC 3010 Psychobiology of Sleep and Cognition (Semester 1)  
Prof Leon Lack

Units 4.5
Class Contact 2 x 50-minute lectures weekly  
1 x 2-hour practical fortnightly
Assumed Knowledge Basic knowledge of biological psychology, cognition, and learning at second year level.
Lectures recorded? Yes, audio-recorded
Lecture slides on line? Yes
Practicals Attendance strongly recommended to pass the topic

The topic will focus on the phenomena of sleep and wakeful cognitive activity from biological and psychological perspectives. It will also discuss how all levels of sleep and wakefulness are embedded within the 24 hour world and our internalised circadian rhythm system. The topic will introduce the origins and some of the applications and findings of the emergent field of cognitive neuroscience with an emphasis on the methods of functional brain imaging including structural and functional magnetic resonance, positron emission tomography and the measurement of brain electrical and magnetic fields. The topic will examine how the brain enables and disables mental function. Disturbances of the circadian system and brain function can lead to both sleep disorders and psychopathologies, such as schizophrenia, ADHD, and depression.
Academic staff in the School of Psychology

Dr Michelle Arnold (BA, MSc, PhD.)
Reconstructive nature of memory, judgments of remembering and forgetting, the strategic regulation of accuracy, experimental paradigms and memory questions we employ influence participants’ performance.

Dr Mariette Berndsen (PhD Amsterdam): Social Psychology, the influence of others emotions on our emotions. Attitudes toward disadvantaged groups in Australia. Interventions to reduce stigmas.

Professor Neil Brewer (BA, PhD Adel.): eyewitness memory, recall and identification.

Dr Junwen Chen (BA, MA, PhD Waseda, Japan): Anxiety disorders (social anxiety, worry, panic disorder), depression in older adults, cognitive behaviour therapy, cross-cultural comparison.

Dr Kirsten Dunn (BPsych(Hons), MPsych(Clinical), PhD University of Adelaide): health-related decision-making, health literacy, clinical interventions for gambling and co-morbid disorders

Mr Geoff Fraser (BSc, BA, MA Tas.): cognitive processing; emotion, reasoning and decision-making; physiology and behaviour.

Dr Michael Gradisar (BSc(Hons), PhD Flinders): Child psychology, including clinical; Sleep, sleep problems and their treatment.

Associate Professor Eva Kemps (BPsych&Ed, MPsych., PhD Ghent): food cravings; eating behaviour; cognitive bias modification; mental imagery; working memory; implicit cognitive processing.

Professor Leon Lack (BA Stanford; PhD Adelaide.): sleep; treatments of insomnia; bright light therapy; effects of napping on alertness and cognitive performance; circadian rhythms and sleep/wake propensity; circadian rhythms of delayed sleep phase disorder; sleep/wake perception; sleep perception re-training treatment of insomnia.

Professor Mary Luszcz (BA Dayton; MA Peabody; PhD Alabama): remembering and metamemory in late adulthood; everyday problem solving; longitudinal changes in cognitive and affective ageing; practical aspects of memory; prospective and everyday memory in later life; coping with cognitive impairment; perceived control, morale, and generativity in adulthood and ageing.

Dr Robert Lynd-Stevenson (BA UWA; PhD ANU): the role of social factors in the aetiology and treatment of psychopathology, and the contribution of cognitions in generating anxiety and depression.

Dr Julie Mattiske (BA(Hons), PhD Flinders): cognitive biases; human reasoning; placebo and demand effects; socially desirable responding; use of complementary and alternative medicines; methodology; abnormal psychology.

Prof Jason McCarley (BA, MA, PhD Louisville): Applied and basic aspects of perception, attention, and cognition.

Professor Mike Nicholls (BArchSt BA Hons, PhD Cantab). Cognitive neuroscience including specific topics related to: laterality, cerebral asymmetries, handedness, spatial attention in clinical and healthy populations, facial perception and expression.

Associate Professor Reg Nixon (BA(Hons), MPsych(Clin), PhD Sydney): acute stress disorder, PTSD, memory and other cognitive processes following trauma, childhood psychopathology.

Dr Julie Robinson (BA Ncle; MA UNC-CH; PhD Ncle): well-being among child and adolescent migrants and refugees; matriculation exams as a normative stressor during adolescence; applications of psychology to palliative care.

Dr Melanie Takarangi (BA, BSc(Hons), PhD (VUW, New Zealand)): My main research interests are in understanding crime-related cognition (particularly in relation to aggression and violence), and autobiographical and traumatic memory. I am also interested in attitudes towards wrongful conviction, expectancy effects, the relationship between alcohol, crime and memory, and other legal implications of memory distortion.
Professor Marika Tiggemann (BA, PhD Adel.): body image and weight, including media effects; women's health.

Dr Michael Tlauka (BSc, PhD Leicester): My research primarily focuses on human spatial memory, and I am interested in both theoretical and applied (Human Factors) issues. Recent research projects include an investigation into whether spatial memory is modality-specific, people's ability to learn spatial information from maps, navigation through virtual environments, and gender differences in spatial ability.

Professor Tracey Wade (BSc Adel, Hons Flinders, MClin Psych ANU, PhD Flinders): eating disorders; psychopathology and life events; cognitive behaviour therapy.

Dr Nathan Weber (PhD, Flinders): Experimental psychology: memory, metacognition and decision making. Experimental psychology and law: eye-witness memory, particularly identification; predictors of accuracy (e.g., confidence and response latency). Experimental clinical: memory processes in PTSD.

Dr Michael Wenzel (DipPsych, PhD, U of Münster). Justice and fairness; responses to transgressions, retributive and restorative justice, apology and forgiveness; intergroup relations, social discrimination; compliance and regulation.

Dr Paul Williamson (BSc(Hons), GradDip App Statistics, PhD, Flinders). Confidence and uncertainty particularly in regards to memory; Memory conformity (e.g., in eyewitness discussions looking at memory and social influence); Emotion recognition (including in relation to autism)

Dr Tim Windsor (PhD, UNE). Lifespan developmental psychology, social networks and ageing well, self-regulation of emotions and behaviour in adulthood ageing.

Associate Professor Robyn Young (BA(Hons) Adel., GradDipPsychPrac UniSA, PhD. Adel): autism; early detection intervention, developmental disabilities, savant-syndrome; intelligence.