

512-128 Mind, Brain & Behaviour 2

Credit Points:	12.50
Level:	8 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: February, - Taught on campus.
Time Commitment:	Contact Hours: Starts 2 February 2009, Monday to Friday, 9am - 1pm (may have optional but highly recommended afternoon classes) Total Time Commitment: Not available
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	512-121 and 880-002
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Coordinator:	Assoc Prof Jennifer M. Boldero
Subject Overview:	<p>Mind, Brain and Behaviour 2 focuses on the development of the individual and their interaction with their environment and considers what the consequences are, both when this interaction proceeds smoothly and when it does not proceed smoothly. Questions concerning human development giving attention to cognitive and to social-emotional aspects are explored. An understanding of some basic issues in human development is complemented with an examination of the nature and development of personality and human interaction in social groups and cultural settings.</p> <p>The course is designed to raise significant questions prompting students to think about behaviour and to explore possible answers. Students will be introduced to the tools used in psychology to find answers to these questions. A common research-centred framework is adopted and the statistical tools that support this framework are introduced and developed as an integral part of the course. Psychology derives its approaches and questions from both science and the arts.</p>
Objectives:	<ul style="list-style-type: none"> # To introduce the broad areas and varied approaches that comprise the field of psychology; # To develop an understanding of some key psychological concepts and theories from several areas of psychology; # To develop skills in the use and evaluation of scientific methodology and enquiry, including research design and data analysis; # To develop basic skills in the critical evaluation of psychological literature; # To develop skills in report writing as it applies to the study of psychology.
Prescribed Texts:	<p>Haslam, N. (2007). Introduction to Personality Intelligence. London: Sage.</p> <p>Eysenck, M.W. (2004) Psychology: An International Perspective Hove, Sussex, UK: Psychology Press/Palgrave Macmillan.</p> <p>Smyth, T.R. (2004) The Principles of Writing in Psychology Basingstoke, Hampshire, UK: Palgrave Macmillan</p> <p>Gravetter, F.J. & Wallnau L.B. (2004) Statistics for the Behavioural Sciences (6th ed.). Belmont CA: Wadsworth/Thomson Learning</p>

Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of Mind, Brain and Behaviour 2 students should be able to:</p> <ul style="list-style-type: none"># Apply analytical skills to new issues;# Apply a hypothesis testing approach to new questions, including formulation of a research question, collection of relevant observations, analysis and interpretation of data using basic descriptive statistics to arrive at a conclusion; communicate the findings of empirical studies.