

PSYC10004 Mind, Brain and Behaviour 2

Credit Points:	12.50
Level:	1 (Undergraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: 36 one hour lectures (three times a week), and 24 hours (12 x 2 hours) of practical classes and tutorials. 3 hours of research participation (hurdle requirement). Total Time Commitment: Estimated time commitment: 108 hours per semester.
Prerequisites:	No prerequisites are required for this subject
Corequisites:	No corequisites are required for this subject
Recommended Background Knowledge:	No recommended background knowledge
Non Allowed Subjects:	512-121 Introductory Social, Developmental and Clinical Psychology 1, 512-128 Mind, Brain & Behaviour 2 & 880002 Mind, Brain and Behaviour 2.
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards of Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit Website: http://www.services.unimelb.edu.au/disability/
Contact:	Melbourne School of Psychological Sciences 12th floor Redmond Barry Building (Building 115 Map) Telephone: + 61 3 8344 6377 Email: enquiries@psych.unimelb.edu.au Web: http://www.psych.unimelb.edu.au
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.
Assessment:	One three hour examination comprising multiple-choice questions to be undertaken in the University examination period. (60%) Laboratory assignment(s) of not more than 2000 words

	to be submitted during the semester. (40%) Students must complete all components of the assessment and achieve an aggregate score of 50% in the subject to be eligible for a pass. Participation in three hours of research activities and attendance at 80% or more of laboratory classes are hurdle requirements.
Prescribed Texts:	Haslam, N. (2007). Introduction to Personality and Intelligence. London: Sage.
Recommended Texts:	Eysenck, M.W. (2009) <i>Fundamentals of Psychology</i> . Hove, Sussex, UK: Psychology Press/ Palgrave Macmillan. Smyth, T.R. (2004) <i>The Principles of Writing in Psychology</i> Basingstoke, Hampshire, UK: Palgrave Macmillan Ranzijn, R. McConnochie, K. & Nolan W. (2009) <i>Psychology and indigenous Australians: Foundations of cultural competence</i> . Palgrave Macmillan Gravetter, F.J. & Wallnau L.B. (2009) <i>Statistics for the Behavioural Sciences</i> (7th ed.). Belmont CA: Wadsworth/Thomson Learning Gravetter, F.J. & Forzano, L-A. B. (2010) <i>Research Methods for the Behavioural Sciences</i> (custom publication of the complete book) Belmont CA: Wadsworth/Thomson Learning.
Breadth Options:	This subject potentially can be taken as a breadth subject component for the following courses: # Bachelor of Commerce (https://handbook.unimelb.edu.au/view/2013/B-COM) # Bachelor of Environments (https://handbook.unimelb.edu.au/view/2013/B-ENVS) # Bachelor of Music (https://handbook.unimelb.edu.au/view/2013/B-MUS) You should visit learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of Mind, Brain and Behaviour 2 students should be able to: # 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.
Related Course(s):	Graduate Diploma in Psychology
Related Majors/Minors/Specialisations:	Psychology Psychology Psychology Major Science credit subjects* for pre-2008 BSc, BAsC and combined degree science courses Science-credited subjects - new generation B-SCI and B-ENG. Core selective subjects for B-BMED.
Related Breadth Track(s):	The Nature of Human Development Mind, Self and Society Psychology - Biological Psychology - Cognitive