

PSYC10003 Mind, Brain & Behaviour 1

Credit Points:	12.5
Level:	1 (Undergraduate)
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.
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: 36 contact hours with an estimated 170 hours time commitment
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:	512-120 Introductory Experimental Psychology 1, 512-125 Mind, Brain & Behaviour 1 & 880001 Mind, Brain & Behaviour 1.
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/
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Subject Overview:	<p>Mind, Brain and Behaviour 1 focuses on the workings of the individual from a psychological perspective. It includes detail of the neural components constituting the brain, the operation of the sensory systems underlying interaction with the external environment and the cognitive processes that construct the internal world experienced by the individual. Careful consideration will be given to the nature of this internal world and the importance of its relationship to the external world.</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>
Learning Outcomes:	<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;

	<ul style="list-style-type: none"> # 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 including participation in an online group activity (usually a wiki) to be submitted during the semester. (40%). Only two comments are required to be entered in the discussion board at any time during weeks 4 to 9 of the semester. The two board comments are allocated 4/40 marks and their content is not assessed, just the contribution of the student. 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:	There are no prescribed texts for this subject.
Recommended Texts:	<p>Eysenck, M.W. (2009) <i>Fundamentals of Psychology</i>. Hove, Sussex, UK: Psychology Press/Palgrave Macmillan</p> <p>Ranzijn, R., McConnochie, K. & Nolan W. (2009) <i>Psychology and indigenous Australians: Foundations of cultural competence</i>. Palgrave Macmillan</p> <p>Smyth, T.R. (2004) <i>The Principles of Writing in Psychology</i> Basingstoke, Hampshire, UK: Palgrave Macmillan</p> <p>Gravetter, F.J. & Wallnau L.B. (2009) <i>Statistics for the Behavioural Sciences</i> (7th ed.). Belmont CA: Wadsworth/Thomson Learning</p> <p>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</p>
Breadth Options:	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> # Bachelor of Commerce (https://handbook.unimelb.edu.au/view/2015/B-COM) # Bachelor of Environments (https://handbook.unimelb.edu.au/view/2015/B-ENVS) # Bachelor of Music (https://handbook.unimelb.edu.au/view/2015/B-MUS) <p>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.</p>
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of Mind, Brain and Behaviour 1 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.
Related Course(s):	Graduate Diploma in Psychology
Related Majors/Minors/Specialisations:	<p>Psychology</p> <p>Psychology</p> <p>Psychology Major</p> <p>Science-credited subjects - new generation B-SCI and B-ENG.</p> <p>Selective subjects for B-BMED</p>
Related Breadth Track(s):	<p>The Developing Mind</p> <p>Social Behaviour and the Person</p> <p>Connecting the Mind and Brain</p> <p>Perception and Cognition</p>