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A note from the Director of Undergraduate Programs

Welcome to your course of study in Psychology.

The School of Psychology and Psychiatry at Monash University harnesses the unique opportunities presented through the merging of the disciplines of Psychology and Psychiatry, to develop world-class, research-led undergraduate programs supported by innovative pedagogy, technology and teaching approaches.

As a discipline, Psychology continues to make substantial contributions to improving the human condition. Major advances in our field require innovative and multidisciplinary approaches, drawing upon expertise from related fields such as psychiatry, neuroscience (in particular cognitive neuroscience) and neurology, genetics and molecular biology. Monash University has world class leaders and facilities in Psychology as well as all of these cognate disciplines. This provides our Psychology students with exceptional training opportunities to support their development into outstanding scientists and scientist practitioners, as well as broad range of other career pathways.

This handbook sets out the obligations you must meet as students studying units in Psychology. It specifies the policies that the teaching and administrative staff of the School must apply, in order that students are treated consistently and fairly. I commend it to you, and recommend that you keep it readily available throughout your course in Psychology.

Associate Professor Shantha Rajaratnam
Director of Undergraduate Programs
School of Psychology and Psychiatry
Studying psychology at Monash University

The School of Psychology and Psychiatry is part of the Faculty of Medicine, Nursing and Health Sciences, and combines teaching in the areas of psychology and psychological and behavioural medicine.

Students can complete a range of undergraduate degree programs which include the three year sequence in psychology that is accredited by the Australian Psychology Accreditation Council (APAC) and recognised by the Psychology Board of Australia (PBA). These degree programs include the Bachelor of Psychology (with Honours), Bachelor of Arts, Bachelor of Arts (Psychology), Bachelor of Science, Bachelor of Business (Psychology) and Bachelor of Behavioural Science. The three year sequence comprises a 10 unit (60 credit point) major in psychology, which is also offered as a Graduate Diploma of Psychology for students who have completed a bachelor’s degree.

Units in the three year undergraduate sequence are offered at the Clayton, Caulfield, Sunway and South Africa campuses, and include off-campus learning (OCL). A summary of the units which comprise the undergraduate psychology accredited major is provided on the next page. More detailed information about the School’s undergraduate psychology programs can be found at http://www.med.monash.edu.au/psych. Students can also complete a non-accredited major sequence in psychology (48 credit points) or a minor in psychology (24 credit points) in a range of undergraduate degree programs.

The School offers Honours in psychology (for more information go to http://www.med.monash.edu.au/psych/course/index.html ). The Honours year is a research-based program in psychology that is the main entry point to postgraduate research courses. The Honours program is also offered in Malaysia at Sunway Campus and in South Africa.

The School also offers postgraduate programs in psychology at Doctoral level which are a combination of research, professional placements and coursework. Research degrees include the Master of Biomedical Science and the Doctor of Philosophy (PhD). Professional courses offered include the Doctor of Psychology in Clinical Psychology and Clinical Neuropsychology. The Doctor of Psychology (DPsych) degree provides the most advanced level of specialised training available in professional psychology. Further detail about the full range of postgraduate programs offered by the School is available at http://www.med.monash.edu.au/psych. Information about careers in psychology can be found on the Australian Psychological Society’s website at http://www.psychology.org.au/studentHQ/
Occasional Health & Safety

Please familiarise yourself with the following points from the Monash University OH&S Policy and Procedures:

Each student must take reasonable care of their own health and safety and the health and safety of others by:

- taking action to avoid, eliminate or minimise hazards of which they are aware;
- complying with all occupational health and safety instructions, policies, and procedures including departmental safety manuals;
- making proper use of all safety devices and personal protective equipment;
- complying with the instructions given by emergency response personnel such as emergency wardens and first aiders;
- not wilfully placing at risk the health and safety of any other person;
- seeking information or advice where necessary before carrying out new or unfamiliar work;
- maintaining dress standards appropriate for the work being done. Appropriate protective clothing and footwear must be worn at all times;
- only consuming or storing food and drink in areas designated for this purpose;
- being familiar with emergency and evacuation procedures and the location of, and if appropriately trained, in the use of, emergency equipment;
- report all hazards, incidents and 'near miss' incidents in accordance with the OHS procedures for Hazard & Incident reporting, investigation & recording. Reporting forms can be downloaded from: http://www.adm.monash.edu.au/ohse/documents.

For more detailed information about Occupational Health and Safety please go to:

Overview of the 60 credit point APAC accredited undergraduate psychology major

The three year undergraduate psychology sequence that is taught as part of an APAC accredited degree program comprises ten 6 credit point units (9 core units plus 1 elective unit).

Note: PSY units in second year and third year have specific pre-requisites and/or co-requisites. These prerequisite requirements must be met in order for students to progress throughout the prescribed major sequence.

It is the students’ responsibility to plan their course progression carefully to ensure they meet the necessary pre- and/or co-requisites for advanced units.

More information on location and mode of offering for each unit is provided in the University undergraduate handbook: [http://www.monash.edu.au/pubs/handbooks/](http://www.monash.edu.au/pubs/handbooks/)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Year 2</strong></td>
</tr>
<tr>
<td>PSY1011 Psychology 1A</td>
<td>PSY2031 Developmental and biological psychology <em>(Pre-requisites: PSY1011 and PSY1022; Co-requisite: PSY2051)</em></td>
</tr>
<tr>
<td>PSY1022 Psychology 1B</td>
<td>PSY2042 Cognitive and social psychology <em>(Pre-requisites: PSY1011 and PSY1022; Pre- or co-requisite: PSY2051)</em></td>
</tr>
<tr>
<td>PSY2051 Research design and analysis <em>(Pre-requisites: PSY1011 and PSY1022)</em></td>
<td>PSY2051 Research design and analysis <em>(only offered by OCL in Semester 2; Pre-requisites: PSY1011 and PSY1022)</em></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td><strong>Year 3</strong></td>
</tr>
<tr>
<td>PSY3041 Psychological testing, theories of ability and ethics <em>(Pre-requisite: PSY2051)</em></td>
<td>PSY3032 Abnormal psychology <em>(Pre-requisite: PSY2031 &amp; PSY2051)</em></td>
</tr>
<tr>
<td>PSY3051 Perception and personality <em>(Pre-requisites: PSY2031 &amp; PSY2051)</em></td>
<td>PSY3062 Research methods and theory <em>(Pre-requisites: Any two of PSY2031, PSY2042 or PSY3041).NB.PSY2051 is a co-requisite or pre-requisite of each of these units</em></td>
</tr>
</tbody>
</table>

**PLUS one psychology elective unit**

In addition to the nine core PSY units, students must complete one elective psychology unit from any of the following units. Note that the availability of electives will differ across campuses and modes of learning, and the range of PSY electives will vary from year to year. Some third-year electives can be undertaken at second-year providing the pre- and co-requisites are met.
Psychology elective units offered in 2012

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
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</table>
| **PSY3180** Human neuropsychology: developmental and neurodegenerative disorders (Clayton)  
  *(Pre requisite: PSY2031)*  
  *(Co requisite: PSY2042)*  | **PSY3190** Addiction studies  
  *(Clayton, OCL)*  
  *(Pre-requisites: PSY1011, PSY1022, PSY2031)*  |
| **PSY3240** Music psychology  
  *(Clayton, OCL)*  
  *(Pre-requisite: Completion of 48 credit points of any degree)*  | **PSY3230** Psychological foundations of law  
  *(Clayton)*  
  *(Pre-requisite: PSY2051)*  
  *(Co-requisite: PSY2042)*  |
| **PSY3260** Advances in Psychology, Mental Health and Neuroscience  
  *(Clayton)*  
  *(Pre-requisites: Must be enrolled student in BPsych (with Honors) and successful completion of PSY2031, PSY2042, PSY2051)*  | **PSY3270** Neuroscience of Cognition Behaviour  
  *(Clayton)*  
  *(Pre-requisite: PSY2031)*  
  *(Prohibitions: BNS3021, BNS3052, BNS3062)*  |
| **BNS3052** Drugs, Brain and Altered Awareness  
  *(Clayton)*  
  *(Prohibitions: PSY3102)*  | **BNS3062** Imaging and Brain Disorders  
  *(Clayton)*  |

48 credit point psychology major sequence (non-accredited)

Completion of 48 credit points in psychology units satisfies the requirements of a major sequence according to some degree regulations (e.g., Bachelor of Science, Bachelor of Arts). The 48 credit point major in psychology is not accredited by the Australian Psychology Accreditation Council (APAC) and does not satisfy the requirements of eligibility for entry into fourth year courses in psychology.

The requirements for a major (non-accredited) sequence in Psychology are 48 points in PSY units, comprising:

- PSY1011 and PSY1022
- PSY2051 and at least an additional six points from PSY units at level two; and
- Any 18 or 24 remaining points of PSY units at level three.

24 credit point psychology minor sequence

Completion of 24 credit points in psychology units satisfies the requirements of a minor sequence according to some degree regulations (e.g., Bachelor of Science, Bachelor of Arts).

The requirements for a minor sequence in Psychology are:

- PSY1011 and PSY1022
- PSY2051 plus any one of PSY2031, PSY2042 and PSY2112
Who do I contact about psychology in the School?

General enquiries are handled by the School of Psychology and Psychiatry Office staff, located at Clayton Campus.

On-campus support, for students enrolled at the Caulfield campus is available from the 'Caulfield Student Service Centre


Please use the following contact details as your first point of contact for questions about undergraduate matters.

Clayton/Peninsula/South Africa/Off-Campus Learning

School Office, 4th Floor, Building 17, Clayton Campus
Phone: (03) 9905 3968
Fax: (03) 9905 3948

Honours
4thyearpsych@monash.edu

Sunway
Ms Choo May May
Phone: +603 551 46000 Ext. 61580, no direct line

Coordinators
Each undergraduate unit has a Unit Coordinator who deals with academic issues. The unit guides for each undergraduate unit will inform you of who the coordinator is for that unit. Unit guides are available on MOODLE just prior to the commencement of each semester.

Director, Undergraduate Programs -Associate Professor Shanthakumar Wilson Rajaratnam
Appointments to see A/Prof Rajaratnam can be made by phoning 990 53058. Most student queries, however, should be directed to the appropriate administrator in the first instance (see page 9).

Head of School of Psychology and Psychiatry- Professor Kim Cornish
Appointments can be made to see Professor Kim Cornish by phoning 9905 9588.
Who do I contact if I have enquiries about my degree program?

Advice on degree requirements and any changes you wish to make relating to your enrolment, such as changes of units, or withdrawing from units, is provided by the Faculty Office of the degree in which you are enrolled. Psychology units are studied in different degrees offered by several different faculties, and you should deal with the Faculty Office relevant to your course. You must notify the relevant Faculty Office and not the Psychology General Office if you wish to withdraw from a unit. Degrees which include a psychology major and are offered by the Faculty of Medicine, Nursing and Health Sciences have Course Coordinators within the School of Psychology and Psychiatry. Contact the Course Administrator directly for advice about these degree programs.

Course Coordinators

**Bachelor of Behavioural Neuroscience** (in teach-out)–
Dr. Jillian Broadbear, Building 17, Room 601, Clayton campus
Enquiries:
Ms Meredith Gunn - Room 406
Building 17, Clayton Ph. 9905 3965
Email: meredith.gunn@monash.edu

**Bachelor of Psychological Science & Business**
Dr. Greg Yelland, Building 17, Room 426, Clayton campus
Enquiries:
On-Campus
Ms Meredith Gunn - Room 406
Building 17, Clayton Ph. 9905 3965
Email: meredith.gunn@monash.edu

**Bachelor of Psychology (with Honours)**
Dr. Greg Yelland, Building 17, Room 426, Clayton campus
Enquiries:
Ms Meredith Gunn - Room 406
Building 17, Clayton Ph. 9905 3965
Email: meredith.gunn@monash.edu

**Graduate Diploma of Psychology**
Dr. Greg Yelland, Building 17, Room 426, Clayton campus
Enquiries:
Ms Meredith Gunn - Room 406
Building 17, Clayton Ph. 9905 3965
Email: meredith.gunn@monash.edu

**Honours Coordinator**
Dr Penny Hasking, 4th Floor, Building 13D, Clayton Campus
Enquiries:
Mr Ken Browne
Room 413, Clayton campus Ph. 9905 3908
Email: 4thyearpsych@monash.edu
Teaching Psychology at Monash University

The Undergraduate Psychology Program

All undergraduate units offered by the School of Psychology and Psychiatry are taught via one program that applies across all campuses, via off-campus learning, and in off-shore institutions. This means that across all teaching locations and study modes there is a common syllabus, common or very similar forms of assessment, and common marking standards. The teaching methods used to deliver this program, however, may differ in different contexts. The program is taught by four quite distinct teaching modes:

- on-campus
- off-campus learning (OCL)
- mixed-mode and
- off-shore

These modes differ in terms of the emphasis on face-to-face classes and in the use of other forms of teaching such as printed and multi-media based material for independent study. Thus, there will inevitably be variations in how the unit material is delivered in these different teaching modes, as well as minor differences between individual lecturers and tutors. We encourage students to see these as natural and acceptable variations that are a necessary part of accommodating a diverse range of learning needs and situations.

The School devotes considerable resources to ensuring that students have an equal opportunity to achieve successful outcomes in their psychology units. All information that is essential for completing assessment requirements to be available to all students. All assessments are monitored to ensure that equivalent standards are applied on each campus and to each teaching mode. Standardisation of grades is applied as necessary to achieve this aim.

How the School Communicates with Students

School of Psychology and Psychiatry Web pages

The School maintains a Psychology web site at http://www.med.monash.edu.au/psych that may be accessed at any campus or by modem from any location.

MOODLE

Web-based teaching and learning resources for most units will be available via MOODLE. This online learning management system is supported by Monash University, and will be similar for many of the units you will study across a range of Faculties. For more information on how to access MOODLE go to: http://moodle.med.monash.edu.au/

Email

The University uses the my monash system of individual personalised ‘portals’ to the Monash Web. This enables staff to send important updates to specific groups of students. Psychology staff will also be using a system of automated e-mail messages to provide information to individual students, such as warnings about failing to meet compulsory attendance requirements. We therefore expect students to register and use their e-mail addresses on the student network, and the my monash portal system. It is important to note that University Policy stipulates that in communication with students we will only use the Monash email address. Also be aware that, due to privacy laws, YOU WILL NOT RECEIVE A REPLY FROM US UNLESS YOU SEND YOUR EMAIL FROM YOUR MONASH ADDRESS. Please access your Monash email regularly (even after the exam period at the end of semester) as there may be important communications about results, return of assignments, or other notifications.
**Online Discussion Groups on MOODLE**

In many psychology units the coordinator will set up an online discussion group on the MOODLE site for student use. These groups are provided so that students can discuss, in an open forum, matters related to their study of the unit. Matters such as course content, lecture material and other topics of mutual interest may be discussed. These groups may also be used by staff to convey information about the unit, such as changes to lecture times, absences, notification of collection of assignment dates, or items of interest including requests for research participation.

Contributing to an online discussion group provides you with another way to:

- get help with prescribed laboratory activities and assignments;
- ask questions and check your understanding of concepts;
- find out about new perspectives and ideas that can challenge your understanding;
- share information and resources relevant to the course (e.g., articles, web sites, media reports or documentaries of interest);
- solve practical and technological problems; and
- enhance motivation and support through collaboration with other students.

There are some uses of these discussion groups that are **not appropriate**, for example:

- where a student requests or provides information related to completion of a piece of assessment that may be considered collusion. For example, checking answers on a statistics assignment;
- posting “wanted” or “for sale” advertisements. The University provides a Web based advertisement site for this purpose (see Monash Marketplace available through the my monash portal);
- requesting information that is readily available elsewhere, for example in lab manuals and unit guides. This practice not only wastes the time of the discussion group moderator but causes frustration amongst those students who regularly read newsgroup posts and find many irrelevant, often repeated, posts clogging their system.

**Guidelines for the use of online discussion groups**

- Avoid posting very long messages, be concise and try to limit your message to a single idea. To make your message easy to read control the length of the lines (*i.e.*, so it doesn’t appear all on one line).
- Include a brief and accurate description of your message in the subject heading.
- Regularly access the online discussion group to read new messages and contribute. Make sure you read the messages that have been posted previously to avoid repeating a question that has already been answered.
- Include part of the message you are responding to, so the reader has an easy reference to what has gone on before.
- Remember that the discussion group is not monitored at all times so there may be a delay before you get a response. In most cases the moderator will provide you with a guide as to the turn-around that can be expected for responses.
- Always be positive and courteous to others. Give encouragement and be constructive in your feedback and comments.
- The style of communication can be more informal and conversational than formal academic writing, but please correct typing and spelling errors, and also avoid using the kinds of abbreviations that you might use in SMS text messaging.
- Don’t be negative, never use personal attacks. No flaming (*e.g.*, being rude, hostile or insulting).
Never use sexist, racist or objectionable language.
Remember that communicating online is limited to text-based communication. The usual social and non-verbal cues we are used to in face-to-face conversation and even telephone conversations are not present online. Be aware that the ‘tone’ of your message can be harder to interpret and sometimes misunderstandings can occur. Be careful about phrasing humour and sarcasm.
When directing a question to a specific person either staff (other than the moderator) or student, use e-mail instead.

Note that all newsgroups are moderated, thus any inappropriate posts will be deleted and the person who posted the message will be advised accordingly.

Monash University Lectures Online - MULO
Monash University Lectures Online is an audio only recorded lecture service provided by the library which allows students to listen to digital recordings of most psychology lectures on the Web. To access lectures on-line go to: http://www.mulo.monash.edu.au/index.html

The MULO service is offered as a supplement only, so students should not rely on this as an alternative to attending lectures. Occasionally difficulties can cause recording failures, and lecturers can nominate not to use the service. Not all lecture locations are equipped to record lectures online.
PSYCHOLOGY STAFF RESPONSIBILITIES

1. Unit information

In accordance with the Education Policy of Monash University, Unit Guides and Laboratory Manuals will provide students with all topics, submission dates, word limits and requirements for presentation for each piece of assigned work, as well as expected return times of each assignment. Unit Guides (available on-line via MOODLE) and Lab Manuals may also provide indications of what is expected in assessment tasks and the criteria by which performance will be judged.

2. Return of work

Every effort will be made to ensure that work submitted by the due date is handed back as quickly as possible. It is University Policy to return assignments within four weeks of the due date; however, this may not always be possible. School of Psychology and Psychiatry staff undertake to ensure that constructive feedback on assignments is received in time for students to benefit in preparing the next assessment task. On-campus students should collect their work from School Office, Clayton campus as soon as possible after the release date. Caulfield, Off-campus and mix-mode students will be sent their assignments in the mail.

RESPONSIBILITIES OF STUDENTS

1. Submitting Assignments

Assignment format
Assignments should be presented, double-spaced or 1.5 spaced, on A4 paper with a personalised assignment bar-coded coversheet attached to the front. On-campus students can obtain their personalised assignment cover sheet by using the link to the bar-coded coversheet which appears on each unit page in their my monash portal.

Failure to provide a signed coversheet
The assignment coversheet has information on plagiarism/collusion and privacy. Submission of your assignment will not be accepted unless you have attached a signed coversheet. Students can provide their coversheet at a later date; however a 10% penalty will apply. Assignments without a signed coversheet will not be marked. Please staple the pages in the top left-hand corner. Please do not submit assignments in folders or plastic covers. It is expected that laboratory reports and essays will be typed, except in special circumstances. Computers are available for student use on each campus, and you should become familiar with their location during Orientation Week (on-campus students) or at your first weekend school (off-campus learning students).

Assignments should be prepared in accordance with the following writing guide which is prescribed for all undergraduate psychology units.
Submission of assessment – On-campus students
Students will be required to submit assessments on-line via Moodle or in hardcopy. Hardcopy assessments, including late submissions, must be placed into the assessment submission boxes located at the Clayton campus. **Caulfield, Peninsula and Gippsland students will submit their assignments using the off-campus learning procedure outlined below.** South African and Sunway students will be advised of submission procedures during orientation week or in the first lecture. Assessment tasks not received by the due date may incur late penalties.

Do not submit assessments directly to tutors; nor should they be posted, faxed, or emailed. Submission of assessment in any of these forms will not be accepted. It is also unwise to ask another person to submit your assignment. It has been known for students who are entrusted with the submission of another person’s work to either plagiarise the contents or forget to deliver the assignment.

Submission of work – Off-Campus Learning students and Caulfield on-campus students
All assignments for off-campus learning students should be submitted on-line to the Off-campus Learning Centre (OCLC), and not to the School.

Contact details are printed on the assignment coversheets for each unit. The OCLC maintains an assignment tracking system, and it is in your interest to ensure that your submission is registered on this system. The follow link has been provided by the OCLC to assist you in submitting on-line.

http://offcampusconnection.monash.edu.au/students/gettingstarted/onlineoclauasgnistr.html

**Note:** Once you have submitted your assignment on-line, **DO NOT** also send it in by post (unless asked to do so by the OCLC). If you have any problems submitting your assignments or you have more than 4 files please contact the OCLC directly. http://offcampusconnection.monash.edu.au/home/

2. Taking precautions against losing your work

Occasionally, work that you believe has been submitted does not reach the marker, despite the care taken by the University in handling students’ work. You must therefore **always keep an electronic copy of any assignment you submit** to guard against the rare event of your work going astray. If you are not able to provide a copy within 24 hours on request, it will be assumed that the work was not handed in. Note that the School uses electronic systems to record the arrival of assignments for both on-campus and off-campus students.

3. Class listing with Allocate+

It is the responsibility of students to ensure that they are allocated to the correct laboratory class. Students use the Allocate+ online system to submit their timetable preferences at the beginning of semester. If students need to change their allocated class they must use the online form located on the Allocate+ site from the following link:::


It is imperative that students attend the laboratory class to which they have been allocated and that our records of class allocation are kept up to date. The consequences of not attending your allocated class may be:

- the possibility that the submission of your assignment is not processed correctly;
- online submissions (e.g., InterLearn assignments) are not marked or recorded correctly;
- your lab attendance is not recorded accurately, resulting in you failing the unit due to unmet hurdle requirements.
4. Avoiding plagiarism and cheating

The incorporation of the work of someone else without due identification and reference constitutes plagiarism. Using someone else’s data, incorporating portions of text, even extended and very close paraphrasing, without due acknowledgement, are examples of plagiarism. The University takes a very serious view of plagiarism.

Using evidence from other sources is, however, an important part of any science. In your psychology units we will devote a lot of effort to ensuring you know to do this without plagiarism. When you use material from another author in your written work you must either express the original author’s meaning in your own words and acknowledge the source of the information or, if you wish to include direct quotations from the reading, acknowledge your use of this material in the appropriate manner by giving the source and the page number for the citation.

Definitions (Plagiarism Policy, Monash University Policy Bank)
http://www.policy.monash.edu/policy-bank/academic/education/conduct/plagiarism-policy.html

Plagiarism:
To take and use another person’s ideas and or manner of expressing them and to pass them off as one’s own by failing to give appropriate acknowledgement. This includes material from any source, staff, students or the Internet – published and unpublished works

Cheating:
Seeking to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed for assessment.

Collusion:
Unauthorised collaboration on assessable work with another person or persons.

Procedures
Plagiarism and collusion are methods of cheating for the purposes of Monash Statute 4.1 – Discipline. It is University policy that where there are reasonable grounds for believing that plagiarism or collusion has occurred this will be reported to the Chief Examiner, who will disallow the work concerned by prohibiting assessment or refer the matter to the Faculty Manager for disciplinary action (Plagiarism Policy, Monash University).

If a psychology student is found cheating the unit coordinator may either: a) disallow the work and not give it assessment (i.e., assignments will receive zero), or b) refer the matter to the Faculty of Medicine, Nursing and Health Sciences. Unintended plagiarism will be dealt with as poor scholarship, with appropriate adjustments to the assessment (and how seriously this is seen will depend upon the year level).

Often you will be encouraged to work cooperatively in psychology units. This means that you should work in groups during exercises set in the laboratories obtaining references, discussing your lab reports, and revising for the exam. Any work that is written for assessment such as essays and lab reports, should be produced by the student alone. You should not give or accept help in actually writing your reports. Do not, under any circumstances, give or loan people copies of your work, either before or after submission.
Examples of Plagiarism: (from Student Resource Guide, 2001)

a. phrases and passages are used verbatim without quotation marks and without a reference to the author
b. an author’s work is paraphrased and presented without a reference
c. other students’ work is copied
d. items of assessment are written in conjunction with other students (without prior permission of the relevant staff member)
e. a piece of work has already been submitted for assessment in another course

The following is an actual example of plagiarism; the italicised phrases are verbatim passages from the literature which have not been acknowledged in the appropriate way. They require either rewriting (paraphrasing) or acknowledgment by use of inverted commas and page numbers. Note that if quotation marks had been inserted and page numbers given, the student would have been accused of excessive reliance on direct quotation instead of attempting to put the material in his/her own words.

Binocular cues, for depth perception, arise from having two inputs, one from each eye, which are reconciled in the visual cortex. Recent neurophysiological experiments on cats have exposed one of the possible mechanisms underlying binocular vision. That is, the presence of binocular neurons in the visual cortex. Cells in the visual cortex of a normal adult cat can almost be influenced through both eyes (Hubel & Wiesel, 1962, cited in Movshon, Chambers & Blakemore, 1972) and it is thought that these binocular neurons provide a mechanism for binocular fusion and stereoscopic depth perception.

Since binocular neurons of the visual cortex are an essential prerequisite for binocular vision and depth perception, a lack of such cells will result in a failure of real binocular vision and interocular transfer (Hohmann & Creutzfeldt, 1975).

It is the plasticity of the visual system that allows individuals between 1 and 3 years of age to be most susceptible to abnormal binocular experience. Banks et al. (1975), while studying cats, found that several properties of visual cortical neurons are affected by abnormal experience during the critical period. Early corrective surgery appears to be essential for the development of cortical binocularity if disruption to the visual system occurs during the critical period. In contrast, Banks et al. (1975) suggest that immediate corrective surgery is not necessary to maintain binocular cells when the visual disruption is of late onset (approximately 4 years and over).
ASSESSMENT POLICIES

1. Marking scale

Throughout the university, final marks are awarded in percentage terms, with the following conversion to grades:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>80+</td>
<td>HD</td>
</tr>
<tr>
<td>70-79</td>
<td>D</td>
</tr>
<tr>
<td>60-69</td>
<td>C</td>
</tr>
<tr>
<td>50-59</td>
<td>P</td>
</tr>
<tr>
<td>0-49</td>
<td>N</td>
</tr>
</tbody>
</table>

High Distinction

Distinction

Credit

Pass

Fail**

** Some Faculties award an NS grade for marks in the range 45-49, indicating eligibility for supplementary assessment. Students should check with the Faculty which administers their degree for the appropriate policy/procedure on supplementary assessment. For further information re the regulations around supplementary assessment you can access the university policy via: http://www.monash.edu.au/pubs/calendar/council/regulation13.html

2. Assignment marks

While pieces of work will vary in weighting towards the student’s final mark, most undergraduate assignments will be awarded a final mark out of 10. The mark out of 10 will be weighted according to the value of the assignment in contributing to the final grade.

3. Re-scaling of marks

Scaling of results is intended to ensure that differences in difficulty of assessment tasks and differences in marking standards across different electives and markers are allowed for in the final grade given to each piece of work. We believe that, in a large and diverse School, this process is quite fair. Standardisation of both individual and aggregate marks may occur. The mark shown on an assignment will be the final mark after any standardisation. Since both examination marks and aggregate marks may be standardised, your final mark in the unit may differ from the weighted sum of marks that you have received.

4. Requests for feedback

If a student requires further feedback or clarification regarding any aspect of their assessment they may approach the marker. The Unit Coordinator or Undergraduate Student Administration Officer will be able to assist students to identify the marker of their assignment and advise students whether a review of the grade is justifiable. Some markers are not available to be contacted by students; for example, markers may be located at another campus, or may have been employed on a ‘marking only’ contract. In such cases, the assignment should be discussed directly with the Unit Coordinator.
5. Requests for re-mark

Purpose

These procedures outline the process, and responsibilities for remarking of a piece of student assessment. Students should note that re-marking can result in an increase or decrease in final result.

Time line for applying for a remark

Students have a two week period from the release of result for an individual assessment item, during which they are expected to raise any queries about their mark, and make a formal request for a re-mark.

Student Responsibility Prior to requesting a remark

It is the student’s responsibility to check the result upon return of an assessment item. Prior to requesting a re-mark, the student is required to have discussed the corrected piece of work with the marker. If the marker is unavailable for consultation the student can then approach another relevant staff member (Unit coordinator in the first instance, Year Level Coordinator, or Course Coordinator). If the student is still dissatisfied, the student may then proceed directly with a request for a re-mark.

Requesting remark

Re-mark requests must be made in writing within the specified two week period to the relevant staff member (Unit coordinator in the first instance, Year Level Coordinator, or Course Coordinator). The request must outline the specific grounds for a remark. Re-mark requests must include the corrected work and an identical “clean” copy.

 Remark Process

The relevant staff member may reject any request considered to be lacking in substance or a justifiable reason.

If the re-mark request is granted, an independent marker will be assigned to mark the “clean” copy of the work. The marker where possible will mark the work ‘blind’ to the reason for the remark and the author.

If the specific field of study limits the number of suitable makers the best fit for an appropriate marker will be used. The adjusted mark will normally be based on the re-marked assessment. In the event of discrepancy of 10% or greater between the original mark and re-mark, the two markers should confer and agree on the final mark. In the event that agreement can not be reached the final mark will be at the discretion of the Chief Examiner.

Re-marking of an assessment item can result in an increase or decrease in marks.

Exclusion from these Procedures

These procedures do not apply to the following assessment items:

- major thesis;
- minor thesis; and
- examinations.
6. Reviewing exam and final assessment results

The following excerpt from Monash University policy bank explains the basis for exam review.

“12.2 Examination Script Books

Staff are encouraged to give feedback to students on their performance in examinations. In such discussions the staff member might refer to the student’s examination script. If students wish to inspect or have copies of their scripts, they should apply at the departmental or school office, where a time will be arranged for them to read through their scripts, or they will be given photocopies at a fee of $5 per script book for each examination.

Students may be denied access to their scripts if the examination is a short answer or multiple choice module which the examiner intends to use in part or full again.”

Examination script books are routinely destroyed six months after the publication of the results.

The freedom of information policy can be found at the following link:

7. Late submission of work

Please note there has been a change to the Faculty of Medicine, Nursing and Health Sciences Late Submission Policy.

Students can download in-semester special consideration application forms from the Faculty web site via http://www.monash.edu.au/exams/special-consideration.html or obtain them from their School/Department. Students should submit the completed form together with original or certified copies of supporting documentation. Students will be informed whether an extension has been granted. Approved extension forms should be attached to the assessment item when submitted by students.

1. Extensions will only be granted on the following grounds:
   - Documented illness: a medical certificate must be provided
   - Compassionate grounds: those situations for which compassionate leave is normally granted in employment
   - Documented misadventure, hardship or trauma

2. For all assessment items handed in after the official due date, and without an agreed extension, a 10% penalty applies for the first day (or part thereof) after the due date of submission. After that, a subsequent penalty of 10% per day (or part thereof) will be applied for the next 7 calendar days after the due date (including weekends and public holidays).

3. If the assessment item is 7 days overdue, the work may be submitted and it will be marked, but not graded. A zero grade will be awarded. Note: Online submission will not be possible after 7 days, so students will need to contact the Unit Coordinator in this situation to submit their assignment for feedback.

4. Individual assessment tasks that independently contribute to no more than 5% of the final mark may be exempted from the above rules if deemed appropriate by the unit Chief Examiner (See Unit Guide for further information).

5. No penalty will apply if an extension is sought and granted by the Chief Examiner or delegate. If the assessment item is handed in after the extension period, then the above penalties will apply.

6. Schools/Departments may choose to accept late submissions of work without requiring students to apply for extensions prior to submission dates. In these circumstances students may apply on the grounds documented in point 1, for late penalties to be waived. Where Schools/Departments choose this option, students should consult their School/Department and follow the specified processes and policy for In Semester - Special Consideration.
8. Extensions (Special Consideration)

If you require an extension for a piece of assessment due to serious issues affecting your studies, you must fill out a special consideration form which can be downloaded from the following website: [http://www.monash.edu.au/exams/special consideration.html](http://www.monash.edu.au/exams/special consideration.html) you will need to attach appropriate documentation (counsellor’s letter, medical certificate, police report, funeral notice etc.). If you do not provide a special consideration form or attach appropriate documentation your request will not be accepted. The special consideration policy can be viewed at: [http://www.policy.monash.edu/policy-bank/academic/education/assessment/special-consideration-policy.html](http://www.policy.monash.edu/policy-bank/academic/education/assessment/special-consideration-policy.html)

Do not attach your Medical Certificate to your assignment

You must submit your request for special consideration to the School of Psychology and Psychiatry Office at Clayton campus no later than 2 days of the due date for the assignment. The maximum extension that can be granted is 7 days including weekend days.

Do not wait to hear back from us regarding your extension but continue with your assignment and submit it as soon as possible. e.g. If your medical certificate states that you were ill for 5 days you will be granted a 5 day extension (providing the 5th day does not fall on a weekend). For serious ongoing issues, grief or illness greater than 7 days you will be granted the maximum extension of 7 days including weekend days.

*Alternative assessments may be granted in extreme cases. This will be determined by the Board of Examiners at the end of semester and the outcome cannot be guaranteed.


If your circumstances are serious and prolonged you should consider discontinuing from the unit and returning to study when you are sufficiently recovered. Students who choose this option may be eligible to apply for remission of debt. For further information on this please see policy on refunds: [http://www.monash.edu.au/fees/discounts-refunds/refunds/loan-debt.html](http://www.monash.edu.au/fees/discounts-refunds/refunds/loan-debt.html).

*Please consider your options and consult the course administrator prior to census date to ensure you are not penalised either academically or financially should you wish to discontinue your unit enrolment.

9. Deferred examinations

If you require a deferred exam you can download the form at: [http://www.med.monash.edu.au/current/special-consideration.html](http://www.med.monash.edu.au/current/special-consideration.html) Please note that deferred exam requests should be submitted to your Faculty Office*

*BNS and BPych (with Hons) and Graduate Diploma of Psychology student should submit deferred exam requests to the School of Psychology and Psychiatry Office.

For any further enquiries regarding extensions/special consideration please contact Meredith.Gunn@monash.edu
10. Laboratory Attendance Hurdle Requirement

Attendance at first year level (i.e. in units PSY1011 and PSY1022) is highly recommended and linked to assessment. The following attendance requirements apply to psychology undergraduate units in years two and three.

**ATTENDANCE REQUIREMENTS:**
It is a hurdle requirement in undergraduate psychology units that students attend at least a minimum of 75% of laboratory classes.\(^a\) A student who fails to meet this hurdle requirement, but attends at least 50% of laboratory classes\(^b\) will be required to satisfactorily complete an additional piece of assessment to be eligible to pass the unit. This additional piece of assessment will be graded Satisfactory / Not Satisfactory.

A student who attends fewer than 50% of laboratory classes\(^c\) will not be eligible to pass the unit. If a student does not pass this hurdle requirement the highest mark that can be awarded to that student will be 44 N.

**Notes:**
\(^a\) The minimum attendance requirement (75%) is calculated on the basis of the number of face-to-face laboratory classes per unit, and applies to both on-campus and off-campus students.

\(^b\) Some PSY units taught by off-campus learning have a compulsory lab attendance of one day (6-7 hours). In these units, students must attend the entire day to meet the attendance requirement and be eligible to pass the unit.

\(^c\) The 50% minimum attendance at laboratory classes does not include classes that were missed but for which students submitted a medical certificate or other relevant documentation.

**On-campus students.** The School strongly recommends attendance at lectures however, they are optional. Attendance at laboratory classes is compulsory, and attendance is recorded. On-campus students who fail to attend a minimum of 75 percent of laboratory sessions per semester may not be eligible to pass the unit. Students who are unable to attend their regular laboratory class will be expected to make up the class by attending another session in that week and with prior approval from the relevant tutor. If this is not possible, a medical certificate or other supporting documentation should be supplied to your regular tutor. If the minimum attendance requirement is not met (see below) then students may be required to complete extra work so as to warrant satisfactory completion of the unit.

**Off-Campus Learning students.** Currently, each unit requires compulsory attendance at a weekend school (WESch). Students unable to fulfil this requirement should reconsider enrolling in the unit. Some units (PSY1011, PSY2051 & PSY3062) require attendance at 12 hours of laboratory classes during a WESch (i.e., 2 day WESch), while others require attendance at only a one day WESch (i.e., approx 6-7 hours WESch). Please refer to the specific unit requirements for more details. It is common practice, where possible, to provide at least two options to attend weekend schools in each core unit. Sessions may be held at Clayton or Caulfield campuses. **Attendance is compulsory.** Students who do not complete the attendance requirement may not be able to pass the unit. Students will be advised by email to their Monash student email address if they have failed to meet attendance requirement.
11. Grievances

In the first instance, it is expected that students will attempt to resolve a complaint with the staff member concerned confidentially. This is considered the commencement of the informal process.

If the complaint is not resolved at this stage in the process or it is considered one of bias on the part of the staff member concerned, the student may direct the complaint to the next appropriate level, e.g. chief examiner, unit leader, relevant administrative officer or head of the appropriate area.

Students who wish to appeal decisions or have grievances relating to their undergraduate psychology studies which have not been resolved in discussion with the staff member concerned should then approach the Senior Administrator of Undergraduate Programs within the School of Psychology and Psychiatry. Issues may then be raised with the Director of Undergraduate Programs or Head of School as appropriate.

The Faculty of Medicine, Nursing and Health Sciences has a specific policy which covers academic and administrative grievance procedures and students are advised to review this policy: http://www.med.monash.edu.au/current/grievance-procedures.html

Students enrolled via other faculties should in the first instance check their faculty policies prior to proceeding with their grievance.

Students Rights Officers are available to provide independent advocacy, assistance and advice in relation to a grievance. For contact information on Students Rights Officers go to: http://www.ombudsman.monash.edu.au/studentrightsofficers.html

School of Psychology and Psychiatry Contact:

Debbi Krasey,
Senior Administrator Undergraduate Programs
Building 17, Room 4.14 Clayton Campus, Monash University
Phone: 9903 2251
Email: deborah.krasey@monash.edu
Assistance with studying psychology

1. Using the library

It is important that you become familiar with the online and print resources for psychology available from the Monash Library. This includes:

- the library's catalogue
- databases such as PsycINFO for psychology related journal articles and other scholarly publications
- procedures for borrowing from the library and reserve collection

Library staff are happy to help you to use the library’s resources and services. See Monash University Library homepage [www.lib.monash.edu.au](http://www.lib.monash.edu.au) for more information.

2. Help with writing assignments in psychology

One requirement that is specific to psychology, and applies to all psychology units throughout the major, is the need to write assignments in the format specified by the American Psychological Association (APA) for scientific papers in psychology. The official guide to this format is the *APA Publication Manual* (6th ed.), 2009. This is very detailed, and it is recommended that students use the following writing guide by Findlay, which is prescribed for all undergraduate psychology units.


There are three types of psychology papers that differ in important respects, although they also share many common features of the APA style. For most of the assignments throughout your psychology studies you will be asked to write in one of these formats. These are:

**Laboratory reports**: First-hand descriptions of a research study. In many cases this research will have been conducted as a class experiment but you will write it as though you were the researcher.

**Literature reviews**: Reviews provide comprehensive summaries of published research on a particular topic. The reviewer’s role is to organise and critically analyse the research evidence on the topic, and suggest areas of further research.

**Essays**: Presentation of an argument or set of arguments on a specific topic. While essays in psychology share many features of essays written for other disciplines, in psychology we expect more attention to citing research to support arguments. Essay topics in psychology will usually deal with questions that require evidence from research studies to resolve them, and so could be termed *empirical essays*. At higher levels, some assignments are *theoretical essays*, in which you are expected to use the normal structure of an essay, and present a position on a theoretical issue rather than an empirical issue.
3. Learning Skills

Monash University Library provides services and resources to those who want to improve their learning skills, including the quality of their academic English and approaches to study, at the undergraduate and postgraduate levels. Assistance is offered in such areas as oral communication and presentation, reading, study and exam preparation, effective listening and note-taking in lectures and seminars, analysis, problem-solving and critical thinking, and academic essay, report and thesis writing.

**Drop-in sessions** are 10 - 15 minute consultations with a Learning Skills Adviser. These are available to any student, commence in week 2 and run through to week 14. No appointment is necessary and students are seen on a first-come, first-served basis. For drop-in session times in individual Monash libraries see the Learning Skills webpage [http://www.lib.monash.edu.au/learning-skills/](http://www.lib.monash.edu.au/learning-skills/).

**Individual consultations** are available for students with referrals from lecturer, faculty, as well as from Health, Wellbeing and Development and the Disability Liaison Unit.


**Learning Skills Advisers for Psychology**:

**Caulfield**
- Contact: Trish Evers
- Telephone: + 61 3 990 31636
- Email: trish.evers@monash.edu

**Clayton**
- Contact: Tomas Zahora
- Telephone: + 61 3 990 52189
- Email: tomas.zahora@monash.edu

**Gippsland and off-campus**
- Contact: Margot Porter
- Telephone: + 61 3 990 26165
  + 61 3 512 26166
- Email: margot.porter@monash.edu

**Peninsula**
- Contact: Sarah Jansen
- Telephone: + 61 3 990 44253
- Email: sarah.jansen@monash.edu
4. Library Support – Information Skills

The Monash University Library holds over 2.9 million resources to assist you with your study. It is important that you become familiar with both online and print resources for psychology available from the Monash Library, including:

- the library's catalogue http://library.monash.edu.au/
- databases such as PsycINFO for psychology related journal articles and other scholarly publications http://www.lib.monash.edu.au/databases/psychology_&_psychiatry.html
- procedures for borrowing from the library and reserve collection
- Psychology resources, including key reference works, journals and databases can be found at http://guides.lib.monash.edu/psychology/

Classes and Workshops

The Monash University Library offers classes and workshops to help students make the best use of library resources, facilities and services. You are encouraged to attend any of these sessions relevant to your course - http://www.lib.monash.edu.au/classes/


Classes on using the catalogue and various databases will be scheduled during the first few weeks of semester, and other classes are run throughout the year.

Help

Ask for assistance with locating books and articles at the Information Desk in any branch library or check for help alternatives, including online chat at http://www.lib.monash.edu.au/help/. Subject and liaison librarians are experts in psychology resources, and can assist you with creating searches and finding resources.

Subject and Liaison Librarians for Psychology:

Gippsland

Contact: Marion Slawson
Telephone: + 61 3 9902 7103
Email: marion.slawson@monash.edu

Caulfield

Contact: Penny Presta
Telephone: + 61 3 990 32443
Email: Penelope.Presta@monash.edu.au

Peninsula

Contact: Paula Todd
Telephone: + 61 3 990 44303
Email: Paula.Todd@monash.edu.au

Clayton

Contact: Anne Young
Telephone: +61 3 9905 5057
Email: anne.young@monash.edu