

School of Psychology
Counselling & Psychotherapy

Bachelor of Psychology (Honours)

Course Information Handbook

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Welcome to Cairnmillar Institute

Congratulations on your success in obtaining a place in the Bachelor of Psychology (Honours) degree. This course information handbook addresses many aspects of and requirements of the course. It should be read in conjunction with the following information handbooks:

- Research Information Handbook
- Student Policies

You can access these from the Learning Management System [Canvas](#), the school website, www.cairnmillar.edu.au or via *my.CMI* the student portal.

These handbooks provide all the information you need to successfully navigate your way through the different components of the course. If you find anything missing from these handbooks, please let us know.

The Cairnmillar Institute and staff wish to assure you of an enjoyable and rewarding professional experience.

Professor Tess Knight
Head of School



Dr Mandy Kienhuis,
Course Coordinator, Bachelor of Psychology (Honours)

About Cairnmillar Institute

The Institute was founded by Dr Francis Macnab in 1961. It was first based in South Yarra, then in Collins Street, and from 1982 its home was 993 Burke Road, Camberwell. To accommodate its subsequent expansion, it has been in Hawthorn East since 2017. The Institute is an Australian Health Promotion Charity and non-profit body. It developed the first suburban family counselling and education centres in Melbourne at Blackburn, Syndal, Beaumaris and Doveton, pastoral care training programs and training programs of the first Citizens Advice Bureau in Melbourne.

The Institute was an early pioneer in training people in counselling and in psychotherapy. It broke through the strong walls of opposition to bring all the helping professions into specialised training in psychotherapy. It has conducted prevention programs in community organisations and for countless schools and churches across the nation and was the site for the development of Contextual Modular Therapy and analysis; an integrated form of brief and cost-effective psychotherapy.

The Institute's higher education programs are based on its critical and clinical experience and its constant interaction with clinical and research centres around the world. The courses are delivered by experienced practitioners and the Institute's approach to teaching is based firmly on practice with an emphasis on skills development.

Bachelor of Psychology (Honours)

The Bachelor of Psychology (Honours) is an APAC accredited fourth year psychology program. The course aims to provide for the completion of a four-year sequence, which is a requirement for advanced study in psychology.

The course includes content focused on the theoretical and empirical bases for psychological measurement and assessment, an introduction to evidence-based approaches to psychological intervention, developmental psychopathology, and professional practice issues and ethics. The course also includes comprehensive coverage of psychological research, and students complete an individual research thesis. All teaching staff are experienced clinicians or researchers who are committed to advancing the field of psychology through their own work and their interaction with students.

Applicants are required to have completed a three-year sequence in an APAC accredited program of study.

Entry Requirements

Applicants must have completed a three-year sequence in psychology in an accredited APAC program of study, within the last ten years. Minimum entry standard is a credit average (60%) in second and third year psychology units with credit in most units.

Duration of the Course

This course is designed to be completed in one year full-time. The course can also be completed part time. For further information about the part-time course structure, please contact the Course Coordinator.

Selection

For entry into the course, students are required to submit an application through the **Apply Now** page, with certified or original scanned copies of the following supporting documentation:

- Most recent academic transcripts
- A current curriculum vitae
- A 500-word personal statement outlining what factors have contributed to the application
- Proof of residency/citizenship (e.g. passport, birth certificate, or citizenship certificate)

Australian Psychological Society “Code of Ethics”

You must have a thorough knowledge of this document. It is reviewed and updated regularly, and it is essential to remain abreast of any changes that are recommended. Psychologists will be informed when a review is occurring and are always given the option to comment on any amendments that are being recommended. In addition to discussing ethical and legal dilemmas with your lecturers, the APS also has a *Professional Affairs* director who is available to members for consultation on such matters.

A full copy of the current edition of the Code of Ethics can be obtained online at:
<https://www.psychology.org.au/about/ethics/>

The major principles for ethical conduct include:

- A. Respect for the rights and dignity of people and peoples**
- B. Propriety**
- C. Integrity.**

The general principle **Respect** for the rights and dignity of people and peoples, combines the principles of respect for the dignity and respect for the rights of people and peoples, including the right to autonomy and justice.

The general principle **Propriety**, incorporates the principles of beneficence, non-maleficence, (including competence) and responsibility to clients, the profession and society.

The general principle **Integrity**, reflects the need for psychologists to have good character and acknowledges the high level of trust intrinsic to their professional relationships, and impact of their conduct on the reputation of the profession.

Core graduate skills

Students who satisfactorily complete the Bachelor of Psychology (Honours) will have achieved advanced knowledge and skills in the following areas of study:

- Demonstrate the ability to apply ethical codes, legislation, and professional standards to issues relevant to psychological research and professional practice.
- Demonstrate knowledge of the theoretical and empirical bases underpinning the development and application of psychological assessment and intervention.
- Demonstrate advanced knowledge and understanding of developmental psychopathology.
- Have the capacity to critically consider the impact of sociocultural and developmental factors in psychology research and professional practice.
- Apply the scientific method to answer psychology-related research questions (i.e., study design, data analysis and interpretation).
- Demonstrate sophisticated oral and written communication skills.

Career Opportunities

Graduates may apply the knowledge and skills acquired in the Bachelor of Psychology (Honours) in their current workplace. Graduates will be able to consider further study or employment in a range of fields where the knowledge and skills acquired in the Bachelor of Psychology (Honours) can be applied (e.g., Community Services, Business, Counselling). Graduates will also be eligible to apply for entry into Master of Psychology training programs.

Professional Recognition

The course is accredited by the Australian Psychology Accreditation Council (APAC) and meets the Australian Health Practitioner Regulation Agency (AHPRA) requirements for a generalist fourth year in psychology.

On completion of the course, graduates will be eligible to:

- Apply for provisional registration as a psychologist.
- Apply for entry to an APAC accredited Masters training program that leads to registration as a psychologist.

Attendance

In order to show respect and courtesy for lecturers, fellow students, and supervisors, it is important that you not only attend all of your commitments but also be punctual and take an active role in class.

It is an expectation that students will attend all classes. If you anticipate being absent, please advise your instructor in advance by email. If you are unable to attend for a legitimate reason, please inform the relevant person as soon as possible.

Planned absences of several weeks should be discussed with the Course Coordinator. Students who miss more than three sessions should make an appointment to discuss their attendance with the Course Coordinator.

Students may apply to have a leave of absence for medical conditions, which will require a sick leave certificate from a GP or specialist. Other non-medical circumstances must be discussed with the Course Coordinator.

Regular non-attendance will not only jeopardise academic results but will also negatively affect any reference that may be required later on. In other words, it is imperative that you treat your study commitments as stringently as if it were full time paid employment.

Submission of Written Work

1. all assessment tasks must be prepared in Word;
2. submitted via Canvas and will be checked for plagiarism using the Turnitin software platform;
3. assessment tasks are then checked for plagiarism and receive a percentage score based on similarity
4. Standard policy is that only one upload is granted, unless otherwise stated.

Students must keep a copy of all submitted work. In circumstances where assessment tasks are mislaid, students must be able to provide another copy of the work. Students must keep copies of all their work until the formal publication of semester results.

Style Guidelines

Assignments should be clear and informative with spelling, grammar and punctuation being clear and in accordance with Australian Psychological Society usage. The format followed by psychologists is the American Psychological Association (APA) style. See Appendix A and <http://apastyle.apa.org/index.aspx>

Assessment Grades and Records

Students are expected to complete assessment requirements for all relevant units no later than the date scheduled in the unit outline. This is distributed at the beginning of each semester, or at the commencement of the unit.

Students are required to read and familiarise themselves with the *Assessment Tasks and Marking Guides Policy*, which is published Canvas.

Extensions and Special Consideration

An extension or Special Consideration may be granted for assignments where there is objective evidence of unexpected disruptions in the student's available work time. Applications must be made on the appropriate form before the due date and given to the Unit Co-ordinator. An extension is valid only after it has been signed by the Unit Co-ordinator. Supporting evidence may be required.

Word Limit

Students must adhere to the word limits provided in Unit Outlines and Assessment Guides. Penalties will apply for exceeding the word limit by more than 10%. For example, assignments that exceed the word limit by more than 10% could attract a marking penalty of 10% of the marks that would otherwise have been awarded (e.g., if a grade of 72% was originally awarded, a grade reduction of 7.2% could apply, resulting in a grade of 64.8%); and assignments that exceed the word limit by more than 20% could attract a marking penalty of 20% of the marks that would otherwise have been awarded (e.g., if a grade of 72% was awarded, a grade reduction of 14.4% could apply resulting in a grade of 57.6%). If an assignment is less than 10% over the word limit, a penalty will not apply.

Late Submissions

The penalty for late submission of work will be 5% per day (including weekends and non-business days). Work handed in more than two weeks late, or after the end of the marking and results deadline for a period of enrolment, will not normally be marked and a fail result will be recorded.

Late Submission of In-Class Tasks

Tasks that are required to be completed and/or submitted in-class, such as class presentations must be submitted on the date of the class presentation unless a student has been awarded an extension. The penalty for late submission of in-class tasks is usually 100% of the mark.

Return of Assignments

Assignments submitted through Canvas will be marked electronically and returned through Canvas.

Samples of Work

Samples of student work may be taken for purposes of course accreditation. In all cases anonymity will be preserved. If you object to your work being copied for this purpose you must advise the lecturer in charge of the unit when submitting assignments.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process where a student may be granted credit or partial credit towards a qualification in recognition of previous experience. Following Australian Psychological Accreditation Council (APAC) guidelines, only recent postgraduate formal training will be recognised as prior learning in relation to this course. Credit or partial credit towards a qualification cannot be granted in recognition of skills and knowledge gained through work experience and/or life experience.

Plagiarism and Collusion

It is the responsibility of all students to access, read and familiarise themselves with the Institute's Policies and Procedures. These are published on our website:

<https://www.cairnmillar.edu.au/postgraduate-courses/policies-and-procedures/>

Plagiarism, Collusion and Recycling Definition:

"Plagiarism" occurs when a student presents as their own work the thoughts, ideas, findings or work of another person or persons, without due acknowledgement of the source.

"Collusion" occurs where a student works with others, without permission, to produce work which is then presented by individual students as their separate assignments and/or where the work is almost identical or mostly the work of one of them. Collusion is a form of plagiarism.

"Recycling" means the submission for assessment of one's own work, or of work which is substantially the same, where:

- a) The work has previously been counted towards the satisfactory completion of another unit of study credited towards another qualification; and
- b) The Lecturer-in-Charge has not granted prior written consent for the student to reuse the work.

Investigation and resolution of any allegation of plagiarism, collusion or recycling

Any allegation of plagiarism, collusion or recycling will be investigated and resolved according to the Institute policies and procedures.

Policies and Procedures

It is the responsibility of all students to access, read and familiarize themselves with the Institute's Policies and Procedures. These are published on our website:

<https://www.cairnmillar.edu.au/postgraduate-courses/policies-and-procedures/>

Copyright

Please see Australian Copyright Council's website for full information on this topic:

<http://www.copyright.org.au/>

Professional Standards

All students should develop a thorough knowledge of the APS Code of Ethics, available here:

<https://www.psychology.org.au/about/ethics/>

It is reviewed and updated regularly, and it is essential to remain abreast of any changes that are recommended. The APS also has a *Professional Affairs* director who is available to members for consultation on ethical matters.

The major principles for ethical conduct include:

A. Respect for the rights and dignity of people and peoples

B. Propriety

C. Integrity.

Respect for the rights and dignity of people and peoples, combines the principles of respect for the dignity and respect for the rights of people and peoples, including the right to autonomy and justice.

Propriety, incorporates the principles of beneficence, non-maleficence, (including competence) and responsibility to clients, the profession and society.

Integrity, reflects the need for psychologists to have good character and acknowledges the high level of trust intrinsic to their professional relationships, and impact of their conduct on the reputation of the profession.

Student Support, Counselling and Wellbeing

Counselling for Students

Ms Marilyn Cobain is an external psychologist and counsellor, who provides impartial support and counselling to students. She is normally able to provide up to three sessions per year at no cost. Further sessions would require private payment or a mental health care plan. She is based in South Yarra.

You can contact her directly at: studentcounsellor@cairnmillar.edu.au or 0419 648 687.

Academic Support

Students who are experiencing difficulties which may impact their studies, are encouraged to speak to their lecturer and/or course coordinator.

Some students may require additional assistance if English is not their first language; or if the student is not familiar with the principles of academic writing. Writing support for students is available from the Student Support Officer, Dr. Ray Jeanes. Appointments may be made through Reception. Dr Jeanes may provide advice on literature reviews, academic writing, the structure of academic argumentation, aspects of thesis preparation, appropriate forms of referencing and citation, plagiarism, and so on.

The Desk (online student support)

[thedesk](https://www.thedesk.org.au) aims to support Australian tertiary students to achieve mental and physical health and wellbeing. Being a student can be a challenging time and many students do not access support services for a range of reasons including time pressures, not knowing where to go for help and feeling embarrassed. Providing resources online means that more people will be able to get help to improve their wellbeing and be able to study more effectively. thedesk offers free access to online modules, tools, quizzes and advice.

<https://www.thedesk.org.au/login>

Fee Help

Information regarding the payment of fees can be obtained from the Academic Registrar. Domestic students who are eligible for FEE-HELP need to submit the provider copy to Cairnmillar. International and up-front paying students need to pay by the dates outlined on the fee schedule on the education website.

Termination of Enrolment

Cairnmillar reserves the right to terminate a person's enrolment in a course if the student:

- fails to meet the complete assessment tasks breaches the Institute's privacy and ethical conditions
- exceeds the maximum or negotiated time for completion of the course, or
- other conditions as specified in the enrolment application.

Graduation

To be eligible to have the relevant qualification awarded, a student must:

- comply with all the Institute Policies and Procedures;
- pay all relevant fees and charges;
- complete all requirements prescribed for the course at least at a PASS level;

The appropriate awards are given on satisfactory completion of the course. These are presented at a special annual ceremony or given (posted) directly to students for a fee.

Library Services

The Library at the Institute is a specialist library resource, aimed at the curriculum requirements of the students, psychological research, and clinical psychology. The Library contains a mix of resources, representing modern psychological thought, research and learning, as well as a substantial collection of classic writings in the field of psychology, including original works of Freud, Albee, and many other pioneers of psychology. Special collections within the Library include the Thesis Collection and the Student Placement Support collection, aimed at supporting students undertaking clinical placements, and accessible to all students.

The Library is accessed via the website <https://www.cairnmillar.edu.au/postgraduate-courses/library-student-facilities/>. Using this path, students may access the Library, and search for relevant books, theses, and psychological tests. All materials held in the library (excluding the reference area) are available for a 2-week loan period. Students may borrow up to 5 items at a time. Students requiring loans for longer than this period should request an extended loan at the earliest opportunity. The Library site also contains a range of information also including links to bookshops, interesting sites, and accessing other sources.

Access is also available through the student portal to a range of psychological databases. These include: PsycINFO, PsycARTICLES, Medline Complete, Psychology and Behavioural Sciences Collection, Taylor and Francis Psychology collection, Gale Psychology Collection and ProQuest Psychology. Together, these databases provide a comprehensive coverage to literature on psychology, behavioural sciences, medicine, and associated topics. Between these databases, Cairnmillar students have access to full text material from a wide range of specialist journals; so, the databases are most comprehensive in depth and coverage of the fields covered in the course.

Additionally, students can access a range of services online, including Google Scholar and academia.edu to locate materials and to share research interests with other researchers and academics.

Mary Turnbull, the Librarian is available Tuesday – Friday. Students and staff are able to meet with Mary to gain research and informational assistance in all facets of their learning, research and clinical requirements. This includes individual sessions in developing literature searches relevant to their research proposal, using databases, and locating full text materials. Mary can also assist with a range of other issues including referencing and writing citations.

The Library is open Monday – Friday, during office hours.

Computer/Canvas/Printer Access

Each student will have their own personal 'Home Drive' (H:\) which can be accessed across all student computers. Printers are available for student use. Each student starts off with a balance of \$10. If students run out of print credits, staff will not print items. Please see reception to recharge your account to continue printing. In the event of print failure or printing issues please see our IT department helpdesk@cairnmillar.edu.au.

All students will be assigned a username on enrolment. This provides access to the Network, Email, Canvas and Wi-Fi logins. Student email can be accessed either by using Outlook when logged into the Network or from the Institute EDU website, which can be accessed at any time. Student will use their assigned email login and password.

Canvas provides enrolled students with course outlines, forms and other resources as well as up to date news and alerts. It is accessed via the EDU website by going to the 'Student Portal' link located at the top of the webpage.

Contact helpdesk@cairnmillar.edu.au for any IT issues.

Course Structure

The Bachelor of Psychology (Honours) course has been designed to be completed on a full time basis over one year. However, a part time option is available and it is expected that this will be completed in no more than 2 years. The full-time course structure is as follows:

Unit Code	Unit Title	Credit Points
GDP1	Professional Practice and Professional Ethics	12.5
GDP2	Research Methods	12.5
GDP5	Research Thesis	12.5
GDP3	Psychological Assessment	12.5
GDP7	Developmental Psychopathology Across the Lifespan	12.5
GDP4	Evidence-Based Practice and Practice-Based Evidence	12.5
GDP6	Research Thesis	25

Course Details: 100 credit points

Coursework: 62.5 credit points or 62.5% of the course

Research: 37.5 credit points or 37.5% of the course.

Course Work Units

Each of the units of study are detailed below. Please note students must pass all units, including the thesis before being eligible to graduate.

- **Professional Issues and Ethics (GDP1)**

This unit focuses on developing the knowledge required to confront the professional and ethical issues that arise in the practice of psychology, as well as in psychological research. The objective of GDP1 is to develop students' knowledge of the competencies and skills required to practice in a safe and professional manner. The unit requires students to examine common ethical issues and dilemmas faced in psychological practice and to become familiar with the APS Code of Ethics and other relevant rules and guidelines. The unit also develops students' self-awareness, insight and understanding of the responsibilities of contemporary psychological practice.

- **Research Methods (GDP2)**

The primary aim of this unit is to enable students to analyze, interpret, and report research findings at a professional and publishable level. Skills developed in interpreting data analysis can also assist in understanding when reading research reports. While emphasis will be placed on quantitative methods using the statistical program SPSS, the use of qualitative approaches will also be discussed and practiced. At the end of this unit students will be expected to have a practical skill set that they can use for their own Honours research (GDP5 and GDP6) and future projects. Each topic will be discussed and practiced in weekly tutorials alongside a required reading list and video materials.

- **Psychological Assessment (GDP3)**

The aim of this unit is to assist students to develop an understanding of issues relating to best practice in psychological assessment and testing. This unit focuses on a selection of psychological assessment methods commonly administered by psychologists in professional settings. The unit includes an emphasis on psychometric issues (e.g., norms, reliability, validity), and the theoretical and empirical bases underpinning test construction, implementation, and interpretation. The unit also includes a focus on beginning skills in basic assessment strategies, including observation, interpersonal communication, and interviewing. Relevant ethical, contextual, and cultural issues are also addressed in this unit.

- **Evidence Based Practice and Practice Based Evidence (GDP4)**

This unit has its focus the knowledge, techniques and interventions associated with evidence-based psychological practice. The aim of the unit is to introduce students to scientist-practitioner model and the concept of what constitutes evidence-based practice in psychology, as well as the scientific evidence to support particular psychological treatment interventions for specific psychological disorders. Students in the unit will examine a number of evidence based treatments common in clinical practice, the empirical research will be reviewed along with the clinical practice guidelines associated with the scientist practitioner model. Students in the unit will examine what works in psychotherapy and specific issues such as understanding therapeutic change processes, client acceptance of treatment and client attrition. The aim of the unit is the development of the knowledge and skills required for best practice and quality assurance in applied psychological practice.

- **Developmental Psychopathology Across the Lifespan (GDP7)**

This aim of this unit is to provide students with an overview of frameworks, theories, concepts, and processes central to the study of developmental psychopathology. The unit will review and extend on student understanding of normal development and assist students to integrate understanding of normative development and understanding of psychopathology. This unit will also consider the role of diagnostic and classification systems in the assessment of child psychological disorders and presenting problems. This understanding will then be applied to a selection of the most prevalent and high-impact psychological disorders in children and adolescents. Multiple theoretical perspectives will be considered, and treatment and prevention approaches will be discussed in relation to theoretical perspectives and empirical evidence. The important role of culture and context in normative development, and in the development and treatment of psychological disorders will also be discussed. Students will be encouraged to apply the knowledge acquired in this unit to developing ideas about prevention and social policy. Students will also be required to consider how to effectively communicate information to teachers and families.

- **Research Thesis (GDP 5 & GDP6)**

All students in the Bachelor of Psychology (Honours) complete a research project. Research Thesis comprises two units, GDP5 and GDP6. These two units are completed consecutively, and a final grade is awarded.

The aim of the Research Thesis units is to assist students to develop research skills. In GDP5, students plan their research project, prepare and submit an ethics application, and complete a proposal and literature review. GDP6 builds on the research undertaken by the student in GDP5. The unit requires the student to continue with research project, including data collection, data analysis, and interpretation of the findings. The student is required to prepare and submit an empirical report, written in the form of an article prepared for submission to a journal, written in APA style.

As part of the thesis, you are required to participate in all of the steps involved in research including the formulation of research questions, the design of the study (including selection of an appropriate methodology), the collection and analysis of data to test the research question(s), the interpretation of the findings and the writing up of the report.

This project will often be completed as part of a research team; however, students will always complete an independent project. The research project must include an individual research question, individual intensive empirical literature review, individual data analysis, individual reporting of results and discussion, and may also involve shared data collection. All research undertaken for this qualification will be supervised by a qualified member of staff.

Throughout your degree, you will work with your thesis supervisor who, via regular meetings (typically weekly or fortnightly during semesters) will assist you to prepare a literature review, formulate research question(s), design a study, select an appropriate methodology, and analyse/interpret your data. In consultation with the supervisor, you are required to obtain approval from the Human Research Ethics Committee (HREC) before commencing any research involving human subjects.

- Students should also refer to the relevant **Unit Outlines** located on [Canvas](#)

Appendix A – APA Referencing

WHAT IS REFERENCING?

Referencing is the correct acknowledgement of the resources you have used in completing any work done. This means that you must include In-Text Citations and a Reference List which includes each resource used. Accurate referencing is an essential part of avoiding plagiarism.

WHAT IS THE CAIRNMILLAR RULE?

Cairnmillar Institute expects all students to submit work that acknowledges the work of others, through correct referencing using the APA Style, located in the *Publication Manual of the APA 6th edition*.

RESOURCES AND HELP

Copies of the APA Publication Manual are in the Library, and there is a very good website at <http://www.apastyle.org/> The Cairnmillar Librarian is a useful resource.

DO YOU NEED TO INCLUDE REFERENCES FOR ALL RESOURCES USED?

You must cite and provide a reference for any material used which is not of your own creation. For example, if you were writing a case study, you would need to include references for:

- any psychological theories used in conceptualizing the case;
- any tests used in assessing the client;
- any diagnostic resources used (e.g. the DSM-5); and for
- any resources used to inform an evidence based treatment plan (such as treatment guides and journal articles).

THE GOLDEN RULE:

It is better to include an unnecessary reference than to not reference a resource which should be referenced. If in doubt, cite!

IN-TEXT CITATIONS

Every time you include an idea not of your own creation in a work you must include an in-text reference. These in-text references can take many forms, as shown below:

Citing a source:

Smith (2013) found that... (This is a citation within text)

It was found that... (Smith, 2013) (This is a parenthetical citation)

Quoting a source (less than 40 words):

Smith (2013) suggested that "... " (p. 321)

It has been suggested that "... " (Smith, 2013, p. 321)

Quoting a Source (more than 40 words):

It has been suggested that:

This is a block quotation...(Smith, 2013, p. 321)

Please note that direct quotes should be used sparingly in academic work. In most instances it is better to paraphrase and include a citation.

In-Text Referencing works with Multiple Authors

- One Author: Smith found... (2013) or (Smith, 2013)
- Two Authors: Smith and Black found... (2013) or (Smith & Black, 2013)
- 3-5 Authors: First use Smith, Black and Jones found... (2013) or (Smith, Black, & Jones, 2013)
- Further citations Smith et al. found ... (2013) or (Smith et al., 2013)
- 6+ Authors: Smith et al. found... (2013) or (Smith et al., 2013)

In-Text Citations of Multiple works

Often you will find that you have multiple resources supporting the same piece of information. In these cases, you should cite all of the works you have found. These works should be cited in alphabetical order within one set of parentheses, as shown below:

(Biggs, 2005; Smith and Jones, 2013; Smith et al., 2013)

The works should be cited in the same order as they appear in in the reference list, regardless of the use of et al.

REFERENCE LIST

At the end of every piece of work you must include a reference list. This includes the bibliographic details of each resource used in the completed work. The reference list should be in alphabetical order and must include every resource used in the completed work.

Journals, magazine, and newspapers:

Author, A.A., Author, B.B., & Author, C.C. (year). Title of Article. *Title of Periodical*, Volume, Page Number-Page number. doi:xx.xxxx (only for online journals)

E.g.: Smith, J.S., Black, A.N., & Jones, S.H. (2013). A journal article. *A Psychology Journal*, 14, 321-345. doi:12.1234567

Books:

Author, A.A. (year). *Title of book*. Publishing Location: Publisher

Or (for edited books)

Editor, A.A. (Ed.). (year) *Title of book*. Publishing location: Publisher

Chapters in Books:

Author, A.A., & Author, B.B. (year). Title of chapter. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of Book* (pp. page-page). Publishing location: Publisher

COMMON ISSUES

- In a journal title, capitalise the first letter of the first word, and thereafter each main word (not: a, the, of).
- In a book title OR in a title of an article, capitalise only the first word of the title, and the first word of a subtitle, unless the words are proper nouns or abbreviations i.e. WAIS.
- In a journal reference, italicise the title of the journal and the volume number.
- In a book reference, italicise the title of the book only.
- A reference always ends with a full stop.
- The publishing location always goes before the name of the publisher.
- Include only the author's initials, not their full names.
- Do not include the author's titles such as DR or qualifications such as MAPS.
- Include a comma after each author—even before the & sign.
- When quoting a chapter from a book, remember to include the page numbers.