Bachelor of Psychology (Hons)

Program Handbook
2025

Department of Psychology
HELP University Subang 2
Persiaran Cakerawala, Seksyen U4
40150, Shah Alam,
Selangor, Malaysia

603-7849 3000

www.help.edu.my

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Contents

1.1 Welcome Note

The Psychology Programme at HELP University is widely acknowledged both locally and international as a programme that is strong not only in academic rigour but one which prepares its graduates for the 21st century workplace. The programme has been able to attract academic talent from all over the world due to its culture of excellence in teaching and research.

The following are some interesting facts about our psychology programme:

- We have over 1,300 full-time students completing their undergraduate and postgraduate degrees in Psychology
- We have over 50 staff members, with a team of 40 psychology academic staff.
- We were the first private university to offer Psychology in Malaysia.
- We were the first non-Australian University to attain Australian Psychology Accreditation Council (APAC) accreditation for the Bachelor of Psychological Science and Bachelor of Psychological Science (Honours) joint degree with Flinders University.
- We have partnerships with over 30 top universities in the US, Australia, UK and New Zealand.
- We have 11 research centres and 2 research labs.
- We have placed graduates and interns in over 300 organisations
- We have 24 hour access to online journal databases that are linked to over 3,000 psychology journals around the world.
- We have 12 psychology student clubs and societies which ensure a vibrant student life.
- We are situated in HELP University's brand new campus in Subang 2, fully equipped with various facilities for our students.

The motto of the Faculty of Behavioural Sciences is to UNDERSTAND MINDS and EMPOWER LIVES. Many join our programme initially because they are deeply interested in having a better sense of themselves in relation to the world. By the time they leave our programme, they recognize that the experience gained from immersion in this field of psychology very naturally moves them to want to make a difference in the lives of those within their families and communities. This is very much in keeping with the great masters in the field of psychology whose ground-breaking theories and research on every aspect of the human condition empower society to live better and more meaningful lives.

The journey to become a psychologist can be a challenging one at times. You can, however, count on the support from our team of lecturers, tutors and administrators who will always be present for you in this journey. On behalf of my team, I welcome all of you to be part of the rich learning traditions of the Psychology Programme at HELP University.

Department of Psychology
Faculty of Behavioural Sciences, Education and Languages
HELP University

1.2 Introduction to the Faculty of Behavioural Sciences

Beginnings
In 1999 HELP established the Centre for Psychology with the primary aim of developing the field of psychology in Malaysia through education, research and application. With only 5 staff and no more than 40 students, HELP's Centre for Psychology began the first undergraduate psychology program among private institutions in the country.

Growth
The psychology transfer program was designed to enable students to complete their first and second year courses at HELP and then transfer to foreign universities in the United States, Australia and the United Kingdom. At the start of the year 2000, the HELP Psychology program had 7 partner universities. By the end of 2001, the number of partner universities had increased to 20 and by the end of 2002 HELP had established over 40 transfer credit partnerships with foreign universities.

By 2003 there were over 300 psychology undergraduate students enrolled at HELP. By the start of 2005, this number had grown to more than 600.

Having attained University status in 2004, HELP accepted the first intake for the Bachelor of Psychology (BPsych) degree program in 2005. This program enabled students to complete their entire psychology degree in Malaysia while keeping open the option to transfer to foreign universities. The curriculum was designed entirely by HELP psychology academics, combining local elements of Asian culture with ideas and theories from the best programs around the world.

On the research front, the HELP Centre for Psychology also grew in stature, securing significant funding from UNICEF to carry out 4 projects in the area of child and youth development and psychosocial protection. HELP formed a partnership with World Vision to conduct research in youth issues in East Timor. HELP also formed research collaborations with renowned universities like the University of Queensland and Pennsylvania State University.

The Centre for Psychology also formed a Counselling Unit that provided counselling services to HELP students. The counselling unit has also played a significant role in supporting school counsellors and school teachers across Malaysia.

The Present and the Future

In June 2006, the Centre for Psychology officially became the Department of Psychology under the Faculty of Behavioural Sciences. This Faculty houses the Department of Psychology, Careersense@HELP which provides career guidance and training services, and the Centre for Psychological and Counselling Services (CPCS).

In line with its goal to train highly competent psychologists for this region, the Faculty of Behavioural Sciences has launched several postgraduate programs in 2006, such as the Master of Managerial Psychology and the Masters in Counselling. In January 2009, the faculty launched the Masters in Clinical Psychology program. Two research-focused postgraduate programs have commenced in June 2019 – the Master of Philosophy (MPhil) in Psychology, and the Doctor of Philosophy (PhD) in Psychology.

In the area of research and application, the Faculty of Behavioural Sciences has identified child and youth development as one of its core areas. The Faculty of Behavioural Sciences also has plans to establish expertise in the area of clinical psychology, educational psychology, cognitive psychology and organisational psychology.

In line with its policy of capacity building and talent development, the Faculty of Behavioural Sciences looks forward to welcoming many of its graduates into its ranks With its capable, energetic and dedicated staff team, the Faculty of Behavioural Sciences looks set to continue its rapid growth and will no doubt continue to make a significant impact in this region for many years to come.

1.3 Programme

1.3.1 University Mission and Vision

Mission

To help people succeed in life and to live a life of significance through education.

Vision

a) To be a university with a strong culture of quality and leadership that focuses on sound academic standards, continuous improvement, and the talent development of students and staff
b) To be a university that offers a learning experience that enhances career development, lifetime values and personal fulfilment
c) To be a university with a strong research focus in key areas of excellence
d) To be a university that shares our success with the stakeholders and the communities we serve

1.3.2 Program Educational Objectives and Program Learning Outcomes

All programs at HELP University have been developed with the university's vision and mission in mind, with program educational objectives that align with the university's vision and mission, and learning outcomes that align to these objectives.

Bachelor of Psychology - Program Educational Objectives

PEO 1	Analyse theories, research, and practice in psychology to understand and overcome contemporary societal challenges and advance the discipline.
PEO 2	Apply a range of leadership and entrepreneurial skills to effectively and meaningully contribute in different communities and organisations.
PEO 3	Use a wider range of digital applications and numeracy skills in psychological research and projects that contribute to the discipline and to society at-large.

PEO 4	Demonstrate interpersonal, communication, creativity, and innovation skills in pursuit of personal goals and in service to others according to mental, social, emotional and developmental needs.		
PEO 5	Pursue lifelong learning for personal and career development across various settings within ethical and professional standards.		

Bachelor of Psychology - Program Learning Outcomes

All Malaysian public and private universities adhere to the Malaysian Qualifcations Framework (MQF 2.0). Each program has unique learning outcomes that map onto the following 5 MQF Learning Outcome Clusters and domains. The Program Learning Outcomes of the Bachelor of Psychology program are detailed below:

MQF Learning Outcome Clusters		Programme Learning Outcomes On completion of the Programme, the students will be able to:	
1	**Knowledge & Understanding**	**PLO 1**	Analyse different key concepts, principles, research, overarching themes in the following broad areas of psychology to equitably solve problems through an integrated and systems approach: ▪ biopsychology and neuropsychology ▪ cognition and learning ▪ human personality and counselling ▪ abnormal psychology ▪ developmental psychology ▪ social psychology ▪ applied areas of psychology (e.g. health psychology, industrial / organisational psychology) ▪ psychometrics (testing and assessment)
2/ 3(c)	**Cognitive Skills/ Digital & Numeracy Skills**	**PLO 2**	Compare psychological theories, past literature, research design and statistical analysis in a critical manner to conduct basic psychological research that strategically addresses contemporary issues.
3(a)/ 3(c)	**Practical Skills/ Digital & Numeracy Skills**	**PLO 3**	Organise through appropriate digital media and digital technology research ideas, research strategies, research executions, research write-up and research presentation using anticipatory thinking and in a manner that is honest and transparent.
3(b)	**Interpersonal & Communication Skills**	**PLO 4**	Communicate effectively through verbal and written forms at interpersonal and group levels, using various mediums, to a range of audience and in different situations adapting normatively

			to proper etiquette, ranging from delivery of knowledge, facilitating two-way and group discussions, to convincing and persuading target recipients.
3(d)	**Leadership, Autonomy, and Responsibility**	PLO 5	Show initiative in inclusive leadership, decision-making, goal-setting, and respectful relationship building in individual and collaborative multidisciplinary group projects.
4	**Personal and Entrepreneurial Skills**	PLO 6	Display self-awareness, creativity, reflective practice, and entrepreneurial mindset to motivate and continually improve oneself and others in terms of emotional intelligence, psychological resources, life skills, and legacy goals.
5	**Ethics and Professionalism**	PLO 7	Adhere to ethical standards in psychological science and practice through normative thinking about the contexts of application and self-awareness of one's representation of the discipline.

1.3.3 Department of Psychology – Administrative Staff

Acting Dean/Head of Department

Assoc. Prof. Dr. Victor Goh Weng Yew
PhD in Applied Psychology (Nottingham)
BPsych (Hons) (HELP)

7849 3228
victor.goh@help.edu.my

Deputy Head of Department

Ms Puvessha A/P Jegathisan
MClinical Psychology (Curtin University)

7849 3222
puvessha.j@help.edu.my

Manager

Ms Norihah Binti Abd Kadir
Bachelor of Human Sciences
(Political Science) (Honours),
International Islamic University Malaysia (IIUM)

7849 3214
norihah.ak@help.edu.my

Administrative Coordinators

(UG) ***Ms Cassandra Su Wei San***
BPsych (Hons), HELP

7849 3211
weisan.s@help.edu.my

(PG) ***Ms Nurhidayati Binti Abdul Jalil***
BAdministrative Science (Hons), UiTM

2711 2000 ext. 1112
nurhidayati.aj@help.edu.my

1.3.4 Department of Psychology – Academic Staff

Programme Leader of Masters in Counselling

Ms Usha Ponnudurai 2711 2000 ext. 1103
MCounseling (HELP) ushap@help.edu.my
BMedSc (Aberdeen)

Programme Leader of Master of Clinical Psychology

Ms Puvessha A/P Jegathisan 7849 3222
MClinical Psychology (Curtin University) puvessha.j@help.edu.my

Programme Leader of PhD in Psychology & Master of Philosophy in Psychology

Dr Chong Chew Wei 7849 3230
PhD in Psychology (Otago) chewwuei.c@help.edu.my
BPsych (Hons) (Otago)

Programme Leader of Bachelor of Psychology (Hons)

Ms Khor Khai Ling 7849 3221
MCounselling (USM) khailing.k@help.edu.my
BSc Social Science (Hons) Psy (UTAR)

Dr Rachel Wong Mei Ming 7849 3237
PhD. Applied Psychology (Nottingham) rachelwong.mm@help.edu.my
Msc. Business Psychology (Heriot-Watt)
B. Psych Science & Business, Psychology & Economics (Monash)

Coordinator for Bachelor of Psychological Science

Ms Anujah Pulanthiran 7849 3217
MCounselling (HELP) anujahp@help.edu.my
BSc Psychology (Upper Iowa – HELP)

Professor and Senior Lecturer

Dr Eugene Tee 7849 3218
PhD Management (University of Queensland) teeyj@help.edu.my
MApplied Psychology (UoPennyslyvania)

Associate Professor and Senior Lecturer

Assoc Prof Dr Victor Goh   7849 3225
PhD in Applied Psychology (Nottingham)   victor.goh@help.edu.my
BPsych (Hons) (HELP)

Senior Lecturers

Ms Anujah Pulanthiran   7849 3217
MCounselling (HELP)   anujahp@help.edu.my
BSc Psychology (Upper Iowa – HELP)

Dr A Padmassini
PsyD (Clin. Neuropsych. & Clin. Psych.) (UQ)   7849 3254
BPsych Sc (Hons) (HELP-Flinders)   padmassini.a@help.edu.my

Mr Bashir Bashardoost   7849 3226
MCounselling (HELP)   bashir@help.edu.my
BA English Translation (IAU, Iran)

Dr Chong Chew Wei   7849 3230
PhD in Psychology (Otago)   chewwuei.c@help.edu.my
BPsych (Hons) (Otago)

Ms Khor Khai Ling   7849 3221
MCounselling (USM)   khailing.k@help.edu.my
BSc Social Science (Hons) Psy (UTAR)

Ms Lai Ho Yan   7849 3253
MSc Cog. Neuroscience (Sussex)   hoyan.l@help.edu.my
BPsych (Hons) (HELP)

Ms Lavanya Selvaratnam   7849 3216
Masters in Managerial Psychology (HELP)   lavanya.s@help.edu.my
BSc Biomedical Science (UPM)

Dr Rachel Wong Mei Ming   7849 3237
PhD. Applied Psychology (Nottingham)   rachelwong.mm@help.edu.my
Msc. Business Psychology (Heriot-Watt)
B. Psych Science & Business, Psychology & Economics (Monash)

Ms Usha Ponnudurai   2711 2000 ext. 1103
MCounseling (HELP)   ushap@help.edu.my
BMedSc (Aberdeen)

Lecturers

Mr Bob Brian Canggra
MAPsychology (Otago)
BPsych (HELP)

7849 3252
bobbrian.c@help.edu.my

Ms Foo Jiet Yan
MClinPsych (UoC)
BSocSc (Hons) Psych (UTAR)

7849 3240
jietyan.f@help.edu.my

Mr Jeremiah Liew Yong Sin
MCounselling (HELP)
BPsych (Hons) (HELP)

7849 3235
yongsin.liew@help.edu.my

Ms. Marybeth Chang Chern Yi
MSc Mental Health (Nottingham)
BPsych (Hons)(Nottingham)

7849 3249
marybeth.c@help.edu.my

Ms. Phang Kar Ling, Kelly
MClinPsych (UoC)
Bsc (Hons) in Psychology (Sunway-Lancaster)

7849 3232
kelly.p@help.edu.my

Ms Raja Intan Arifah Binti Raja Reza Shah
MSc Social, Health and Organisational Psychology
(Utrecht University)
BPsych (Hons) (HELP)

7849 3245
rajaintan.rrs@help.edu.my

Ms Sanghamithra
M.Phil in Clinical Psychology (Amity)
M.A Clinical Psychology (Calcutta)
B.A Psychology (Hons) (Calcultta)

7849 3225
sanghamithra.g@help.edu.my

Ms Tan Zi Lin
MClinPsych (UoC)
BSc (Hons) in Psychology (Nottingham)

7849 3229
zilin.t@help.edu.my

Academic Tutors

Ms Ariel Dominique Huang Shi Qi
BPsych (Hons), HELP

7849 3242
ariel.h@help.edu.my

Mr Benz Elan Paul
BPsych (Hons), HELP

7849 3245
benzelan.p@help.edu.my

Mr Chang Kai Wern (Calvin)
BPsych (Hons), HELP

7849 3247
calvin.chang@help.edu.my

Mr Goh Yong Jian
BPsych (Hons), DISTED

7849 3247
yongjian.g@help.edu.my

Ms Jamie Ng Hui Wen
BPsych (Hons), HELP

7849 3242
jamie.ng@help.edu.my

Mr Joseph Ngu
BPsych (Hons), HELP

7849 3243
joseph.n@help.edu.my

Ms Nurul Izzah
Bpsych (Hons), HELP

7849 3241
nurulizzah.f@help.edu.my

Mr Presley Jairom
Bpsych (Hons), HELP

7849 3246
presley.j@help.edu.my

Ms Rachel Lee Mei Yenn
BSc (Hons) in Psychology, IUMW

7849 3243
rachel.l@help.edu.my

Ms Veronica Evangel Gomez
BPsych (Hons), HELP

7849 3245
veronica.evangel@help.edu.my

Ms Vivien Wong Wei Wen
Bpsych (Hons), HELP

7849 3246
vivien.w@help.edu.my

Ms Voon Shyne-Ni
BPsych (Hons), HELP

7849 3248
shyneni.v@help.edu.my

Ms Cheong Yok Yee
BPsych (Hons), HELP

7849 3241
yokyee.c@help.edu.my

Ms Emily Ann Khoo Su Lee
BPsych (Hons), HELP

7849 3248
emilyann.k@help.edu.my

Academic Administrative Positions

The following lecturers also hold academic administrative positions. Students may contact them if they have any questions or require advice regarding the specific areas under the undergraduate Psychology programs.

Bachelor of Psychology Year 1 Coordinator

Ms Tan Zi Lin
MClinPsych (UoC)
BSc (Hons) in Psychology (Nottingham)

7849 3229
zilin.t@help.edu.my

Bachelor of Psychology Year 2 Coordinator

Ms. Marybeth Chang Chern Yi
MSc Mental Health (Nottingham)
BPsych (Hons)(Nottingham)

7849 3249
marybeth.c@help.edu.my

Bachelor of Psychology Year 3 Coordinator

Assoc Prof Dr Victor Goh　　　　　　　　　　7849 3225
PhD in Applied Psychology (Nottingham)　　　victor.goh@help.edu.my
BPsych (Hons) (HELP)

B.A. Music Therapy (Psychology Minor), Western Illinois University

International Student Coordinator

Ms Sanghamithra
M.Phil in Clinical Psychology (Amity)
M.A Clinical Psychology (Calcutta)
B.A Psychology (Hons) (Calcultta)

7849 3225
sanghamithra.g@help.edu.my

Research & Undergraduate Ethics Review Board Coordinator

Dr Eugene Tee
PhD Management (University of Queensland)
MApplied Psychology (UoPennyslyvania)

7849 3218
teeyj@help.edu.my

Undergraduate Research Coordinator

Ms Raja Intan Arifah Binti Raja Reza Shah
MSc Social, Health and Organisational Psychology
(Utrecht University)
BPsych (Hons) (HELP)

7849 3245
rajaintan.rrs@help.edu.my

Undergraduate Research Co-coordinator

Mr Jeremiah Liew Yong Sin
MCounselling (HELP)
BPsych (Hons) (HELP)

7849 3235
yongsin.liew@help.edu.my

Board of Inquiry Chair

Ms Sanghamithra
M.Phil in Clinical Psychology (Amity)
M.A Clinical Psychology (Calcutta)
B.A Psychology (Hons) (Calcultta)

7849 3225
sanghamithra.g@help.edu.my

Colloquium Chair

Ms Foo Jiet Yan
MClinPsych (UoC)
BSocSc (Hons) Psych (UTAR)

7849 3240
jietyan.f@help.edu.my

EEG Lab Coordinator

Ms Lai Ho Yan
MSc Cog. Neuroscience (Sussex)
BPsych (Hons) (HELP)

7849 3253
hoyan.l@help.edu.my

Internship Coordinator

Mr Bob Brian Canggra
MAPsychology (Otago)
BPsych (HELP)

7849 3252
bobbrian.c@help.edu.my

Internship Co-coordinator

Mr Jeremiah Liew Yong Sin
MCounselling (HELP)
BPsych (Hons) (HELP)

7849 3235
yongsin.liew@help.edu.my

Micro-credentials Coordinator

Dr Victor Goh
PhD in Applied Psychology (Nottingham)
BPsych (Hons) (HELP)

7849 3228
victor.goh@help.edu.my

Ms Lavanya Selvaratnam
Masters in Managerial Psychology (HELP)
BSc Biomedical Science (UPM)

7849 3216
lavanya.s@help.edu.my

1.3.5 Center for Career Guidance and Counselling (CAREERsense)

Acting HOD, CAREERsense@HELP
Counsellor and Lecturer
Ms Sydnedé Lim
BSc Psych (Canterbury),
MCounselling (HELP) (KB, PA)

7849 3000 ext 3190
sydnede.lim@help.edu.my

Counsellor and Lecturer

Ms Lim Sue Wei
BA Psych (Winnipeg)
MCounselling (HELP) (KB, PA)

2711 2000 ext 3193
suewei.l@help.edu.my

Ms Lee Phei Wei
B Psych (Hons) (HELP),
MCounsellingPsychology (UMS) (KB, PA)

pheiwei.l@help.edu.my

Manager
Ms Shreen Chew Wai Lin
BA (English Lang Studies) Hons (UKM)

7849 3191
chewwl@help.edu.my

Coordinator
Ms Nur Hafizah Binti Adnan
MEduManageLeadership (UiTM)

7849 3192
nurhafizah.a@help.edu.my

1.3.6 Center for Psychological and Counselling Services (CPCS)

Head Of Department, CPCS

Counsellor
Ms Esther Chu Yun Sing   7849 3201
MCounselling (Monash) (KB, PA)   esther.chu@help.edu.my

Counsellor
Mr Daren Yannick Despois   7849 3206
MCounselling (HELP)   daren.d@help.edu.my

Ms Joelle Madeline James (ELM)   2716 2078
MCounselling (HELP) (KB, PA)   joelle.j@help.edu.my

Clinical Psychologist
Ms Farahah Binti Rosni   7849 3204
MClinPsych (UKM)   farahah.r@help.edu.my
BSocSc Psych (Hons) (UKM)

Ms Nur Syafiqa Balqis Binti Md.Din (ELM)   2716 2077
MClinPsych (UKM)   nursyafiqa.md@help.edu.my
BSc Psych (Hons) (IUMW)

Coordinator
Ms Anushea A/P Sudhakaran   2716 2000/ 7849 3200
BPsych (Hons), HELP   anushea.s@help.edu.my

1.3.7 Psychology Graduates Inventory of Knowledge & Skills

This inventory encapsulates the qualities that are expected of a HELP University psychology graduate. Psychology students should aim to develop themselves in all the following areas:

1 **Knowledge**

Graduates should demonstrate an understanding of the major concepts, principles, and theoretical perspectives within the following major areas of psychology:
- biopsychology and neuropsychology
- cognition and learning
- human personality and counselling
- abnormal psychology
- developmental psychology
- social psychology
- applied areas of psychology (e.g. health psychology, industrial / organisational psychology)
- psychometrics (testing and assessment)

2 **Thinking Skills**

Graduates should demonstrate the ability to explain, analyse, and critically evaluate problems, in the service of a problem solving process that applies knowledge and thinking skill tools to solutions that are effective, creative, reasoned, ethical, and independently derived.

3 **Personal Growth and Development**

Graduates should demonstrate competencies within the four domains towards enhancing their personal growth and development: (i) self-awareness of one's characteristics, strengths, interests and abilities, (ii) the ability to engage in meaningful personal reflection, (iii) identifying one's psychological resources and life skills, and (iv) outlining one's legacy goals.

4 **Emotional Intelligence**

Graduates should be able to demonstrate competencies in the four sub-skill areas of emotional intelligence: (i) awareness of one's personal emotional experiences, (ii) the ability to perceive emotions in others, (iii) the ability to regulate and manage one's emotions, and (iv) the ability to use emotions to facilitate personal and professional effectiveness.

5 **Contextual Intelligence**

Graduates should demonstrate the ability to identify, diagnose and summarize a particular context, and adapt and respond appropriately to address evolving needs through assimilating awareness of present contexts, relevant past events and grasp of preferred future outcomes, within ethical constraints.

6 **Communication Skills**

Graduates should demonstrate the ability to structure, tailor and present information, employing appropriate communication mediums in both written and verbal forms to meet overarching communication goals ranging from delivery of knowledge, facilitating two-way and group discussions, to convincing and persuading target recipients.

7 **Research and Data Analytics**

Graduates should demonstrate the ability to define and ethically apply the most relevant research approaches/methods within the specific domain of psychological research, and, to apply novel, quantifiable and software-driven tools towards the design, execution, and analyses of data derived from the use of such new research methods.

8 **Entrepreneurial Skills**

Graduates should be equipped with clear ideas about the options available for employment in Malaysia and overseas. They should also be prepared to implement their psychological knowledge and skill-sets in a variety of workplace settings. This includes the following:
- having a clear and accurate idea of the different career options for a psychology graduate
- understanding how psychological theories and skills can be applied in their chosen profession
- being able to communicate the relevance of psychology to a particular profession in cover letters, resumes and in an interview setting
- understanding the process of registering and starting a business

1.4 Admission Information

Detailed information about the admission process, credit transfer processes and fee payment can be found in the University Handbook, as these policies and procedures are standardised across the university. Please download the University Handbook online, from LMS as well.

1.4.1   <u>Entry Requirements for Bachelor of Psychology</u>
- HELP Foundation in Arts/Foundation in Science (Pass all subjects & minimum of 4 credits obtained)
- 2 STPM Grade Cs / A-Levels 1 C & 1 D
- 5Bs (including English)* and a pass in Bahasa Malaysia in Senior Middle 3 (UEC)
- 5 CPU passes with a minimum average of 65%
- SAM: ATAR of 65%
- Foundation Programmes - Pass all subjects (minimum 50% Credits)
- Diploma Programmes - Pass all subjects (minimum 30% Credits)
- Any other equivalent qualifications

On top of the above qualifications, the following is also required
- 3 credits in SPM/O-Levels (including credits in 1 Math subject & 1 Science subject)
- A pass in SPM Bahasa Malaysia (for Malaysians only)

Local Programs have to be MQA-approved. The standard entry requirement of 3 SPM/O-Level Credits (including credits in 1 Math subject & 1 Science subject) still applies to all students. Malaysian students also have to attain a Pass in SPM Bahasa Melayu. Credit is equivalent to 60 out of 100 marks.

<u>English Language Requirements</u>
Students must also fulfill **ONE** of the following English requirements:
- IELTS: 5.5
- TOEFL: 550 (paper-based); 213 (computer-based); 80 (Internet-based)
- MUET: Band 5
- SPM: A for English (A1/A2 or A+/A/A-) (Not including English 1119)
- UEC: B for English
- HELP Foundation in Arts/Science: Credit for either Intermediate English or Advanced English
- SAM: 14/20 for English as a Second Language
- CPU: 65 for ENG4U
- Other requirements are considered on a case-by-case basis

1.5 Policies and Regulations

Note: In instances where there are discrepancies between HELP University policies (in the HELP University handbook) & the Department of Psychology policies (in this handbook), the Department of Psychology policies take precedence. The latest Departmental Policies are stated in the latest semester's course outlines.

1.5.1 Academic Semesters

There are 3 academic semesters for the Bachelor of Psychology Program - January, May, and August.

Semester 1
January - May
14 teaching weeks + 1 assessment week

Semester 2
May - July
7 teaching weeks + 1 assessment week

Semester 3
August - December
14 teaching weeks + 1 assessment week

No lectures will be conducted during final examination weeks.

1.5.2 Registration

Every student is required to enrol for subjects online via MyPride (http://newmypride.help.edu.my) every semester.

Below are some simple rules to guide students:
• The add/drop period for long semesters (January / August) is 2 weeks, while the add/drop period for short semester (May) is 1 week. Registration is incomplete until all tuition charges and fees incurred at registration have been paid in accordance with HELP University payment policies and regulations. All students are required to comply with the payment deadline as specified in the semester schedule.

1.5.3 Cancellation of Courses

The Department of Psychology makes every reasonable effort to offer courses as indicated in the the program schedule published before the start of every semester. However, the department reserves the right to make changes or cancel courses in the proposed schedule because of insufficient enrolment or for any other reasons deemed valid. Students are responsible to keep themselves posted by viewing the web site periodically.

1.5.4 Course Structure

Courses are assigned a specific Course Code and a certain number of Credit Hours.

1.5.4.1 Course Numbering System

Courses are numbered so as to indicate the level of advancement. In general, courses with lower numbers are those which should be

completed first. Courses with numbers beginning with 100, 200 and 300 courses are Year 1, 2 and 3 courses respectively.

00-099	Prerequisite Courses *(Non-credit courses)*
100-Level	Year 1
200-Level	Year 2
300-Level	Year 3

1.5.4.2   Credit Hours

Most courses offered at HELP University carry 3-4 credit hours each, representing 3-4 teaching hours per week.

1.5.5   Course Load

Students are recommended to enrol for a minimum of 4 courses and a maximum of 5 courses (between 12 – 15 credit hours) for Semesters 1 and 3 (long semesters). For Semester 2 (short semester), students are recommended to enrol for a minimum of 2 courses or a maximum of 3 courses (between 6 – 9 credit hours). Students who wish to take the semester off (i.e deferral) are required to email the Head of the Department of Psychology to request approval.

1.5.6   Prerequisites

Course prerequisites are listed in this handbook after the course descriptions. These requirements are intended to ensure students have a reasonable chance of completing a course without a low grade or a failure. A prerequisite is a course that must be taken and passed prior to registering for any of the courses that require it.

Any student who has failed in the first of a sequence of courses is not allowed to enrol for the subsequent course until the fail grade has been changed to a passing grade.

1.5.7   Adding or Dropping Courses

Refer to 4.*1 Academic Requirements* of the University Handbook

1.5.8   Withdrawal Procedure from University

Any student wishing to discontinue/withdraw from HELP University must file an official withdrawal form. To facilitate the process, a student must submit the form to the Department of Psychology and meet any staff for an exit interview. Following that, various steps of the withdrawal process will take place, which will involve other relevant departments to check the student's status.

The purpose of the exit interview is to determine the cause of withdrawal and bring closure to their academic experience in HELP University. Students who are withdrawing from the university must return the Student Identification Card and Library Card (if any) that was issued to them. In the event of failure to return the issued cards, a fee will be deducted from the student's security deposit.

(a)   No student can withdraw in good standing from HELP University unless all current fees have been paid in full.

(b)   If a student withdraws from the program and wishes to re-enrol in Bachelor of Psychology Program or another program in HELP University at a later date, he/she shall be considered a new applicant. Therefore he/she shall be required to complete a new application form and submit all relevant documents and pay the full administrative fee *(see 5.15 Withdrawal Policy)*.

1.5.9   Examination

Final examinations are obligatory for all courses at the Department of Psychology except those that specifically recommend special requirements in lieu of a final examination. All students are required to take the final examinations at the specified date and time.

1.5.10   Assessment: Continuous Assessment

Each course is evaluated through continuous assessment every semester. The nature of the assessment will differ from module to module but in most cases, assessment will include a a final examination, along with various quizzes, tutorials, assignments, presentations and/or projects that will be due throughout the semester. Some subjects have special 'must- pass' components; please refer to the respective course outlines.

1.5.11   Grading for Department of Psychology Courses

The final result of each student's work in each course is reported to the Head of Department within one week after the final examination. Subsequent to that, a Pre-Exam Board Discussion will be conducted with all the lecturers and Head of Department. It will be followed by an Exam Board Meeting attended by a Senate Committee to finalize all grades. Grades will be posted on NewMyPride on a date to be announced. Students will also receive their statement of results via their HELPLIVE email accounts.

1.5.12   Academic Advising

Academic advising is an integral part of a student's academic experience. Academic advisors are able to give support and guidance to students who seek their service, but it is the responsibility of each student too to be familiar with academic policies and regulations and to take responsibility for his or her course of study at HELP University.

Graduation/program requirements vary greatly from one university to another. It is especially important for students to learn about the universities' academic policies and procedures thoroughly. New students will be informed on the education system and its requirements through a series of seminars conducted every semester.

An academic advisor offers students information, guidance and advice throughout their undergraduate program. Specifically, academic advisors assist students in identifying degree requirements and help students balance their course load each semester, so they do not take too many demanding classes in one semester. Students will also be informed on classes that require prerequisites or other restrictions before registration.

Students are encouraged to make an appointment with the Department of Psychology adminsitrative team to discuss important educational issues and matters pertaining to transfer to foreign institutions. Students can also do their own research under the guidance of an academic advisor on universities and their requirements, ranks, profile etc.

1.6 Department of Psychology Policies

Please note that the policies below apply to all students enrolled for this subject: Psych, BusPsych and ACE students. Students from other departments taking this subject as an elective are bound by all policies except research participation and attendance at colloquium + other compulsory events.

This is a sample of the policies that are updated every semester – the policies below are for your reference, and all course outlines will have the latest copies that supersede the policies stated below.

1.6.1 Academic Misconduct

Academic misconduct includes but is not limited to cheating, plagiarism, falsifying documents, and general unethical behaviour. Students who have been found engaging in acts of misconduct can be referred to the Board of Inquiry (BI) for further investigation. If found guilty, the following penalties can be meted out at the discretion of the committee:

1. Deductions for assessment (including but not limited to deductions from any referencing / writing / originality sections of the marking scheme, as well as other components, where applicable)
2. 0 for assessment
3. F grade for the subject
4. Suspension from the program
5. Expulsion from the program

1.6.2 Plagiarism Note

- All students must use the APA citation style – refer to the guide posted on LMS.
- Plagiarism is defined as any unacknowledged use of ideas and material produced by someone other than the writer him/herself.
- Please note that you are NOT to submit any part of an assignment that you have already submitted to any subject, whether in the same or different semester. Please

note that doing so constitutes self-plagiarism – students who are found to have done so will be called before the Board of Inquiry. The consequences of self-plagiarism are outlined in the table below.

- All assignments must be submitted to Turnitin. Failure to do so will result in 0 marks for that particular assignment.
- The following rules apply:
  1) Any information taken from any source must be cited.
  2) If you copy the words (more than 3 words in the same sequence) from the source, this is called a direct quotation. Quotation marks "…" must be used and this must be cited.
  3) If you re-write or summarize the information in your own words, this is called a paraphrase. No quotation marks are necessary, but the source must be cited.
  4) Usage of online paraphrasing tools (i.e. Quillbot, Spinbot etc) or plagiarism checkers does not guarantee that your work will be free of plagiarism or has been properly paraphrased. Use them at your own risk.

Category	Description	Action
Blatant plagiarism	- Complete paragraphs and/or sentences used without in-text acknowledgement - Clear intent to plagiarize	For cases of blatant plagiarism, students may be called before the Board of Inquiry consisting of the Head of Department and two Senior Lecturers. The following decisions can be made at the discretion of the lecturer and/or the Board of Inquiry: 1. Deductions for assessment (including but not limited to deductions from any referencing / writing / originality sections of the marking scheme, as well as other components, where applicable) 2. 0 for assessment 3. F grade for the subject 4. Suspension from the program 5. Expulsion from the program In addition to this, all faculty staff will be made aware of the students who appear before the committee. Reference /recommendation letters will not be provided for these students.
Accidental plagiarism	- One or two in-text citations omitted - Quotation marks omitted - Little or no evidence of intent to plagiarize	Maximum 50% of available points ▪ Lecturer discretion Student to be notified of action. This will be accompanied by a discussion on how the mistake can be avoided in future.
Poor paraphrasing	- Material is acknowledged but at best, the paraphrasing is only limited to a few words being changed. Quotation marks are also not used. - Little or no evidence of intent to plagiarize	Maximum 50% of available points ▪ Lecturer discretion Student to be notified of action. This will be accompanied by a discussion on how the mistake can be avoided in future.

1.6.3   Pass/Fail Criteria of All Courses

Effective May 2024 onwards, the Pass/Fail criteria for all courses will adhere to the regulations stipulated below.

Each course will have a set of Continuous Assessments (CA) and a single Final Assessments (FA). Both can take the form of quizzes, assignments, projects, examinations, or others – refer to the respective course outline for this breakdown. In order to pass the course, students must obtain a passing mark on their CA **and** a passing mark on their FA.

For example, if Course ABC (PSYXXX) has the following breakdown of assessments:

Continuous Assessments (Total: 60%)	Final Assessments (Total 40%)
Argumentative Essay: 30%	Final Exam: 40%
Tutorials: 20%	
Quizzes: 10%	

In order to pass the course overall, students must score a total of 30% out of the 60% from their CA **and** 20% out of the 40% from their FA.

If a student obtains the following marks for Course ABC (PSYXXX), for example:

Argumentative Essay: 15/30	Final Exam: 30/40
Tutorials: 5/20	
Quizzes: 5/10	
CA Total: 25/60 (pass)	FA Total: 30/40 (pass)
Total Course Marks: 55/100	

In the example above, the student will still obtain an 'FL' grade for Course ABC (PSYXXX), because they have failed to pass their CA for the course.

Must-attempt Assessments
Students must also attempt ALL assessments, AND obtain at least 20% of the marks for each assessment in order to pass the course or be considered for any remediation opportunities – e.g., if an assignment is worth 20%, students must score at least 4% out of that 20%. The policies pertaining barring from Final Examination remains, in addition to this stipulation.

For example, if a student obtains the following marks for Course ABC (PSYXXX):

Argumentative Essay: 20/30	Final Exam: 30/40
Tutorials: 10/20	
Quizzes: 1/10	
CA Total: 31/60 (pass)	FA Total: 30/40 (pass)
Total Course Marks: 61/100	

If the example above, the student will still obtain an 'FL' grade, because they failed to obtain at least 20% of the marks for one of the assessments, which in the example above, is the Quizzes component.

Remedial Opportunity

Refer to *Remediation Policy* section below.

1.6.4   Remediation Policy

At the discretion of the lecturer, if a student fails to pass the course due to failing either the CA or the FA component, the student may be granted a remedial grade on a component decided by the lecturer.

Students who fail both their CA and FA of the course will not be considered for a remedial grade. Students who have not attempted and scored at least 20% on all assessments and/or are barred from any Final Examination of the course with also not be considered for a remedial grade. You will need to wait for the official release of results by the University before receiving information on this remedial attempt, if any.

Effective January 2025 semester onwards, when a student is granted a remedial grade, the assessment to be remediated will constitute all CA or FA components that are assessing the same Course Learning Outcome (CLO), regardless of the marks gained on any of the components to be remediated. Refer to each subject's course outlines for the CLOs and associated assessments.

Example: A student is required to remediate a Reflection Essay for Course XYZ as they have failed their total CA, and the Reflection Essay was the lowest of all CA components. This Reflection Essay assess CLO1 for Course XYZ Quizzes for the same course assesses CLO 1 and CLO2. This student will be required to be remediate both the Reflection Essay and Quizzes regardless of the marks for either component, because both components assess the same CLO1.

In addition, take note of the following University indications and regulations for remedial grades:
- RC: Remediation of Continuous Assessment (CA)
- RF: Remediation of Final Assessment (FA)
- Students obtaining an 'RC'/'RF' grade will have their final grade after <u>successful</u> remediation capped at a passing grade (i.e., 'PS2'/'C').
  - Note: This means that each remediated component will no longer have the assessment mark itself capped at a passing mark.

Exact instructions for components to be remediated may be different from the instructions for the original attempt. Ensure to check the instructions provided by your respective lecturers or the lecturer in charge of the remediation for a specific course.

1.6.5   Mid-Term / Class Test Attendance Policy
(applicable for F2F Mid-Terms/Class Tests only)

I.   For class tests / mid-terms that are 1 hour or less – students are not allowed to enter after / leave before the first 10 minutes of the test.
II.   For class tests / mid-terms that more than 1 hour – students are not allowed to enter after / leave before the first 30 minutes of the test.
III. For class tests / mid-terms, students are not allowed to leave in the last 10 minutes of the test.

1.6.6   Barring from Final Examinations

For all Psychology subjects, students must attempt any assessment within the enrolled subject that is 10% and above, and obtain at least 10% of the total marks for that particular assessment. Failure to do so will result in the student being barred from Final Examinations for that particular subject.

For example, for a subject that has the following assessment:
Quizzes: 5%
Assignment 1:   10%
Assignment 2:   15%
Mid-terms: 30%
Final Exams: 40%

If a student does not submit/attend any of the following: Assignment 1 / Assignment 2 / Mid-terms (and obtain at least 10% of the marks for those assessments), this student will be barred from sitting for the final examinations of this subject. E.g. if a student attempts Assignment 1 and receives only 8 marks out of 100 (or 0.8% out of 10% - i.e. less than 10% of the marks for that assessment), they will be barred from that subject's final examinations.

Please note that students have to submit their assignments within 7 days of the due date (the 7 days include weekends). Assignments submitted after that will not be considered. **(i.e. students who submit assignments later than 7 days after the due date will be barred from final exams)**

1.6.7   Assignment Submission and Late Assignment Deductions

All assignments should include a title page. Once an assignment is submitted, no additions or changes can be made, even if this is done before the deadline. Late submission of assignments will incur a penalty of 2% per day (24 hours) **(including Saturdays and Sundays)**. This 2% deduction per day is incurred on the total percentage of the assignment.

Example
Assignment 1, worth 20% of your total grade, is marked upon 100 marks. The 2% deduction per day is from the 20% and not from the 100 marks. E.g.: If a student submits the assignment 2 days late, there will be a 4% deduction. If the student scored 14% for the assignment, the student's recorded score will be 14% - 4% = 10%.

In addition to this, late submission of assignments within the first 12 hours incur a penalty of 1% and not 2%. For any late submissions after the first 12 hours, penalties are counted on a daily basis (2% per day).

For example, in the example above where the student's original score was 14/20%:
1. Submission = 10 hours late. This student will receive a deduction of 1% = 13%.
2. Submission = 13 hours late. This counts as 1 day late = a deduction of 2% = 12%
3. Submission = 1 day and 2 hours late. This counts as 2 days late = a deduction of 4% = 10%

1.6.8   TurnItIn Information

TurnItIn instructions may change every semester, depending on online/ face-to-face mode of undergraduate subjects. The instructions below apply for the May 2022 semester.

All assignments have to be submitted to TurnItIn. **Effective from the May 2021 semester, this will be done via the LMS TurnItIn plugin of every subject's LMS page.** *Further instructions will be communicated by your lecturer/tutor. Please note the following:*

1. Failure to submit your assignment to the LMS TurnItIn plugin will result in ZERO marks for the assignment.

2. Sections of assignment to be uploaded – the full assignment, **inclusive of** *cover page, main assignment, references, appendices, etc. Please do not exclude any sections, unless otherwise specified by your lecturer / tutor.*

3. Please keep a copy of your TurnItIn submission digital receipt (sent to your HELPLIVE email; the receipt is also downloadable from the LMS TurnItIn Plugin). If you do not receive this, it could mean that your upload was not successful. Non-submissions can lead to barring and failure of subjects, so please do ensure that you keep the digital receipt for each assignment / test / final that is submitted. Please do not delete yourself from any Turnitin class, as your submitted assignment will be deleted.

1.6.9   Policy on Extra Credit

The Department of Psychology offers extra credit to students who wish to participate in research and attend colloquium. **Students are reminded that the link to the extra credit form and deadlines are already stated below – no further reminders will be sent on LMS**.

Please note the following important information about extra credit for **May 2025**:

1. The maximum extra credit for each psychology subject is 3% and can only be applied to current semester subjects (i.e. not for subjects with RC/RF/SX grades).
2. Certain subjects (e.g. Career Modules, MPU, PSY 200, Thesis) will not be eligible for extra credit.
3. **Extra credit cannot change a student's grade from Fail to a passing mark/grade** – e.g., if your CA total marks is 28/60, you cannot add 2% extra credit to bring your total CA marks to 30/50, thus passing the CA.
4. Students may obtain departmental extra credit from (but not limited to):
   - Participating in research advertised on ipsy.help.edu.my/experiments
   - Attending Psychology Colloquium sessions
   - Signing up for and attending individual and/or group counselling sessions with CPCS
   - ALL extra credit earnings are tabulated at 0.25% per 30 minutes
   - **Special circumstances for extra credit:**
     o For Psychology Colloquium sessions, you will need to hit a minimum attendance of 1 hour to claim your extra credit.
     o Psychology Colloquium sessions might differ from semester to semester depending on how many thesis students are presenting. The maximum extra credit you may earn from this will differ as a result.
     o For individual counselling, 1 session = 60 minutes = 0.5%. However, there might be variations in the duration of the session (e.g., session ends earlier/later). In these cases, it will be considered 1 session regardless.
5. Information on how to sign up for counselling sessions will be posted on the Psychology General Matters LMS page during week 1 of the semester. Please follow the instructions in that announcement to sign up.
6. Individual subjects may also choose to offer in-class extra credit opportunities (e.g. attending in-house seminars, completing surveys, etc) – these options, if available, will be explained by the lecturer in class.
7. The total extra credit earned through departmental extra credit + individual subject's opportunities cannot exceed 3%.
   - For example:
     In-class extra credit offered by PSY 105 lecturer:
     1. Seminar = 1%
     2. Participated in-class survey = 1%
     3. If you have already obtained extra credit for the two items above, the max extra credit you can allocate from departmental extra credit opportunities for PSY 105 is 1%.
     Total = 3% (maximum extra credit for PSY 105 reached).
8. Students may choose to allocate any extra credit earned in any combination (minimum 0.25%) to the current subjects that they are enrolled for, provided that the extra credit per subject does not exceed 3%.
   - For example:
     Total extra credit earned = 6%. Students can choose to allocate the 6% as follows:
     1. PSY 201 = 2%
     2. PSY 205 = 1.5%
     3. PSY 209 = 2.5%
     * Following the example above, the 6% extra credit cannot be allocated multiple times for each subject (i.e. it cannot be 3% for PSY 201, 3% for PSY 205 and 3% for PSY 209 -- this would total up to 9%, which the student above has not obtained.)

9. **Important:** For all other extra credit information, please refer to the "**Extra Credit Guide [for students]**" on the Psychology General Matter HLMS page.

10. The Department of Psychology does not guarantee that there will be sufficient extra credit opportunities for students to obtain the maximum amount of extra credit for every Psychology subject for which they are enrolled.

1.6.10   Research Participation

Students may sign up for all experiments eligible for extra credit at http://ipsy.help.edu.my/experiments. There are instructions on the main page for all experimenters and participants, so please refer to the instructions there.

30 minutes of participation = 0.25% extra credit.
1 hour of research participation = 0.5% extra credit.

Important Note: Total Hours eligible for Extra Credit = Attended Hours – Absent Hours (clarify with the department if you are unsure). Students must ensure that they attend every experiment that they sign up for. Failure to attend an experiment will result in the number of hours of that experiment being deducted from the total hours you have completed.

Example 1: If one signs up for a 2-hour experiment but fails to attend this experiment, the total research hours eligible for extra credit = "-2 hours". When a student has negative research participation hours, this will then be tallied with other extra credit hours (if any – e.g. counselling sessions or colloquium), and will reduce the amount of extra credit earned. Using this example, if a student has -2 research participation hours and has attended 4 sessions of counselling: 4 hours (4 counselling sessions) - 2 hours (negative research participation hours) = 2 hours eligible for extra credit = 1% extra credit.

Example 2: If one attended 2 hours of experiments and was absent from 0.5 hours, their total hours eligible for extra credit = 1.5 hours. 1.5 hours = 0.75% extra credit.

Please refer to the Department of Psychology admin staff if you have any questions about this.

Attention: All Experimenters
Kindly update your participants' attendance on ipsy latest by **Friday, Week 7, 12pm (18th July).** It is the experimenter's responsibility to ensure that all students who have signed up and attended the experiment receive a confirmation of attendance.

Attention: All Participants
Please double-check your research participation hours on ipsy for accuracy. If there are discrepancies, kindly notify your experimenters to update your attendance. The last day to do this is **Friday, Week 7, 12pm (18th July).** No changes will be entertained after this.

1.6.11 Departmental Events

In the May 2025 semester, the following Departmental Events will be held:

Colloquium – **Saturday 19 July 2025**

1 hour of colloquium attendance = 0.5% extra credit.

Colloquium ticketing is now paperless, via Eventbrite. Please pay attention to the instructions provided via LMS closer to the date of the Colloquium. Please keep your Eventbrite App (and/or printed tickets – if any) as proof of attendance. If there are discrepancies in extra credit, this will act as evidence of attendance. After attending Colloquium, please note that you will still have to fill in the extra credit form by the deadline stipulated in point 7 above.

1.6.12 Policy on Participation for Group Assessment

1. It is the policy of this department that when group assessments are assigned, each individual in that group holds the following responsibilities:
1.1   in the case of written assessment, to contribute to the finished product, be it presentation notes, a research report or a project report. This contribution may include archival research, drafting, editing or formatting.
1.2   in the case of an oral presentation, to verbally present part of the presentation. No individual should be exempt from speaking during the oral presentation.
1.3   to be clear on what your specific roles and contributions are to the group effort, as well as the expectations your group members have in terms of your contributions.
1.4   attend group meetings unless there are legitimate documented reasons for missing them.
1.5   attend group meetings with supervisors unless there are legitimate and documented reasons for missing them

2. Group members have a right to report fellow members for negligence if there are deemed to have failed in any of the responsibilities listed above.
2.1   Group members are encouraged to raise these complaints with their lecturers and attempts made to resolve differences before a formal complaint is lodged.
2.2   Negligence (social loafing) reports can be filled in by one or several members of the group using a form that can be downloaded from Psychology General Matters on LMS.
2.3   Negligence reports should be submitted to the course lecturer who will then make a decision having investigated the issues raised. The group member accused will have an opportunity to defend themselves against the allegations made.

2.4　If a student is found to be negligent in this matter, a lecturer can penalize them by deducting any amount of marks from their group assessment marks and/or their individual assignment marks.

HELP University
Department of Psychology
Report of Student Negligence in Group Assessment

_____

Date: _____

This report is filed against _for   the   group   project   assigned

by _____(name of lecturer) in the following class _____.

Details of students filing report
Name and student ID number (up to 10 group members can file this report) and signatures

1. _____   6. _____

2. _____   7. _____

3. _____   8. _____

4. _____   9. _____

5. _____   10._____

_____

Description of complaint

1.6.13   Evaluations

Every semester, there will be 2 evaluation processes for each subject:
1. Mid-semester evaluations: These evaluations are conducted online and consist of 2 subjective questions. This is so that lecturers and tutors can receive feedback mid-semester, in order to address student concerns and make improvements within the same semester.
2. Compulsory end of semester evaluations: These evaluations are conducted online and consist of Likert-scale questions as well as 2 subjective questions. The purpose of this is to obtain feedback that will be beneficial for future semesters.

Students are strongly encouraged to fill in BOTH evaluation forms as feedback is important and can help the faculty make important decisions about the curriculum and the direction of the course.

1.6.14   Attendance

12. Attendance

Lecturers/tutors reserve the right to mark a student as absent if they are late or if they leave classes early. If attempts to falsify attendance (e.g. signing for prior / future weeks; signing on behalf of others, etc.) are detected, students will be reported for academic misconduct, and will be subject to different consequences at the discretion of the Head of Department/Academic Board. International students should also take note that it is an immigration requirement to attend a minimum of 80% of classes. Failure to do so can affect visa renewal and the department's support of any appeals. Attendance will be taken via QR code during F2F classes.

1.6.15   AI Policy Guidelines

This is policy from the Department of Psychology at HELP University on the usage of artificial intelligence (i.e., large language models such as ChatGPT, Bing, Bard, etc.) for student work.

The department recognises the potential benefits that AI can provide for your education and that the ability to critically use AI tools is a valuable skill. However, use of AI tools can also be detrimental to student's learning and development. Here, we provide a clear guideline to the conditions of use of AI and its enforcement. These policies are designed to find a solution that balances the pros and cons of AI use, whilst also ensuring fairness for students. As part of this policy, you are being asked to take additional steps in the way that you document your work and use AI that requires careful attention.

Please note that due to the evolving nature of AI, this policy is subject to change and may be updated at any time.

Usage Stance

The AI policy will be defined for each course assessment and will vary in the permitted use of AI tools. Assignments will be labelled with one of the following restrictions.

A. AI tools **cannot be used** in this assessment task
In this assessment, you must not use artificial intelligence (AI) to generate any materials or content in relation to the assessment task.

B. AI tools are **allowed for restricted use** in this assessment task
In this assessment, you can use artificial intelligence (AI) to [insert functions for which use is permitted] only, any use of AI must be appropriately acknowledged.

C. AI tools are **not restricted** for this assessment task
In this assessment, you can use artificial intelligence (AI) to assist you in any way. Any use of generative AI must be appropriately acknowledged.

If the AI policy is not defined for an assignment, the default policy on the use of AI tools is that they **cannot be used** to generate materials or content in relation to an assessment task.

Acknowledgement of AI Use

If AI is used, appropriate credit and citations should be given. It is important that you provide information on the specific AI tools used, how they are used, and what prompts were used. At the end of your assignment (and after any references), you should include a statement that lists the following information:
I acknowledge the use of [insert AI system(s) and link] to [specific use of artificial intelligence]. The prompts used include [list of prompts].

Detection
Consistent with the University procedures for plagiarism, all student assessments that are submitted via Turnitin are checked to determine the percentage of content that is AI-generated.

A. When AI tools **cannot be used in an assignment**, any cases where Turnitin detects that **more than 10%** of the content is AI-generated will be referred for review.

B. When AI tools are **allowed for restricted use**, any cases where Turnitin detects that **more than 30%** of the content is AI-generated will be referred for review.

Enforcement
In cases where your assignment is flagged for excessive AI-generated content, the course instructor will conduct an initial review and if they suspect that you have inappropriately used AI tools for your assignment, you will be referred to the Board of Inquiry for further investigation. The failure to appropriately credit AI tools when they are used will be treated as academic misconduct.

If you are suspected of using AI tools without appropriate credit, it is your responsibility to document your assignment history and AI use to demonstrate fair use.

A. When AI tools **cannot be used in an assignment**, you must be able to demonstrate the originality of your ideas and writing. If your work is suspected of inappropriate AI use, you must be able to:

    a. Demonstrate your contributions to the writing using a single Word document that documents the creation date and time spent editing or use a Google doc with version history.

    b. In addition, you must be able to explain the origin of ideas and the content of the assignment when questioned.

B. When AI tools are <mark>allowed for restricted use</mark>, you must be able to demonstrate the originality of your work and document all contributions from AI tools. If your work is suspected of inappropriate AI use (I.e., beyond what was permitted), you must be able to:

    a. Demonstrate your contributions to the work (i.e., using a single Word document that records the creation date and time spent editing or use a Google doc with version history).

    b. Explain clearly the origin of ideas and describe the content of the assignment when questioned.

    c. Document all AI-generated prompts and contributions that were used during the assignment. To demonstrate this, you can export your conversation history with AI tools; for example, chatGPT allows you to export your chat history as a text file. Alternatively, if you are using other tools that don't allow you to export the history, you must be able to document the prompts that were requested by taking screenshots of all prompts and output. You are not required to submit these with your assignment, but you should be able to provide them on request if suspected of cheating.

Consequences

Anyone suspected of inappropriate use of AI tools that cannot provide evidence in support of the assignment being their own work will receive a score of zero for the assignment.

1.7 **Protocol for Thesis Extenuation**

The committee will be reviewing applications for extension strictly based on the following criteria:

Extenuation circumstances in general should be:
   a) Unforeseeable - in that the student could have no prior knowledge of the event concerned
   b) Unpreventable - in that the student could do nothing reasonably in their power to prevent such an event expected to have a serious impact

   i. The following are the list of circumstances in which extenuation will be considered and will be used as a guideline for the Extenuation Committee in its deliberations.

1. Research related circumstances

This includes extenuating issues related to the nature of the research itself that severely affects the student's ability to complete their project by the given deadline. The Extenuation Committee should consider firstly, whether these circumstances were beyond the student's influence, and secondly whether they prevent the student from completing the project.

This may include unexpected and unplanned circumstances beyond the students control that delay data collection, or data analysis. An example of this would be when the data collection requires permission from particular external authorities, for example government authorities, or private organizations and this approval is delayed to the point that it makes it impossible to complete the research report within the given deadline.

2. Medical circumstances

These include medical circumstances that severely interfere with the student's ability to complete their project by the given deadline.

The extenuating committee should consider the nature, timing and severity of the illness or injury, both physical and psychological, and only grant a deferment to students if it is judged to have significantly affected the student's ability to complete the research project in the required time.

Medical or psychological assessment reports need to be submitted to the Extenuation Committee for this to be given due consideration.

3.   Personal circumstances

These include personal circumstances that affect the student's ability to complete their project by the given deadline. This may include extreme circumstances like a death or serious illness of a family member. These circumstances need to be documented.

ii. Examples of circumstances which would not normally constitute grounds for extenuation are:

- Minor illnesses - even if covered by medical certification
- Computer failure of non-University equipment or storage media
- Computer failure of University equipment or storage media (where failure is less than a continuous 24 hours)
- Transport problems
- Moving house
- Holidays
- Inadequate planning, organisation or time management

1.8 Grading & Honours Classification for Bachelor of Psychology

1.8.1 Grading Scheme

MARK RANGE	Grading Scheme from Jan 2014 intake onwards (BPsych / BusPsych) + Flinders students from Jan 2017 intake onwards		Grading Scheme from Jan 2024 intake onwards (BPsych)	
	GRADE	GRADE POINT	GRADE	GRADE POINT
90 - 100	HD1	4.00	A+	4.00
85 - 89				
80 - 84	HD2	3.75	A	3.75
75 - 79	DI1	3.50	A-	3.50
70 - 74	DI2	3.25	B+	3.25
65 - 69	CR1	3.00	B	3.00
60 - 64	CR2	2.75	B-	2.75
55 - 59	PS1	2.50	C+	2.50
50 - 54	PS2	2.00	C	2.00
0 - 49	FL	0.00	FL	0.00

MAY 2005 – AUGUST 2013 INTAKES – HONOURS CLASSIFICATIONS

The degree awarded to a student shall be based on the final Honours Grade Point Average (HGPA) achieved based on the computation for an honours classification as follows (May 2005-Aug 2013 intakes only):

HGPA	Honours Classification
3.75 – 4.00	First Class
3.25 – 3.74	Second Upper Class
2.50 – 3.24	Second Lower Class
2.10 – 2.49	Third Class

JANUARY 2014 INTAKE ONWARDS – HONOURS CLASSIFICATIONS

The degree awarded to a student shall be based on the final Honours Grade Point Average (HGPA) achieved based on the computation for an honours classification as follows (Jan 2014 intake onwards only):

HGPA	Honours Classification
3.75 – 4.00	First Class
3.25 – 3.74	Second Upper Class
2.75 – 3.24	Second Lower Class
2.50 – 2.74	Third Class
2.00 – 2.49	Pass (No Honours)

1.8.2   HGPA (Bachelor of Psychology)

Please note the calculation of one's HGPA depends on their intake.

1.8.2.1 <u>Students prior to the January 2022 intake</u>
HGPA will be calculated based on the performance of the student in the following 12 subjects (not inclusive of PSY 200, MPU subjects or subjects that are less than 3 credits, e.g. PSY330):

Seven (7) subjects from Level 3 which must include:

For students prior to the Jan 2015 intake:
- Undergraduate Thesis 1
- Undergraduate Thesis 2
- The best five core / elective Psychology subjects from Year 3 (not including subjects that are below 3 credits or MPU subjects)

Students from Jan 2015 intake onwards:
- Undergraduate Thesis
- The best six other core / elective Psychology subjects from Year 3 (not including subjects that are below 3 credits or MPU subjects)

Five (5) subjects from Level 2 which must include:
- The best five core / elective Psychology subjects from Year 2 (not including subjects that are below 3 credits or MPU subjects)

1.8.2.2 <u>Students from January 2022 intake onwards</u>
HGPA will be calculated based on the performance of the student in the following 10 subjects (not inclusive of PSY 200, MPU subjects or subjects that are less than 3 credits, e.g. PSY330):

Seven (7) subjects from Level 3 which must include:
- Undergraduate Thesis
- The best six other core / elective Psychology subjects from Year 3 (not including subjects that are below 3 credits or MPU subjects)

Three (3) subjects from Level 2 which must include:
- The best three core / elective Psychology subjects from Year 2 (not including subjects that are below 3 credits or MPU subjects)

Please take note of the following important criteria:

The number of Psychology electives allowed to be taken into consideration in calculating Honours classifications can include an additional three psychology electives over and above the minimum number of electives required to complete the programme.

If a student has failed a subject or repeats the same subject, this subject is unlikely to be taken into consideration when calculating the HGPA, as the

HGPA selects the students' best subjects during their first attempt. For example, if a student failed PSY 201 and passed PSY 201 subsequently with a HD2, this subject grade will not be counted in the HGPA, but a subject with a lower grade that was passed on first attempt (e.g. PSY 205, DI1) will be counted if this is among the student's five best Year 2 subjects.

Please note that the computation of the **Honours GPA** for the Bachelor of Psychology program differs from other HELP University programs, so the information within this handbook applies to Bachelor of Psychology (Hons) students and takes precedence over what is stated in the University Handbook (item 4.15).

1.8.2.3 HGPA Calculation Method

Students prior to the January 2022 intake

- Select your best 5 Year 2 and best 7 Year 3 psychology subjects according to the criteria specified in Item 1.8.2.1 above.
- HGPA calculation formula:

∑ [(credit hours for each subject X grade point for that subject)] /∑ (total credit hours for the 12 subjects).

- Example:

No	Subject	Credit Hours	Grade	Grade Point	Grade Point x Credit Hours
1	PSY 201	4	HD1	4	16
2	PSY 205	4	DI1	3.5	14
3	PSY 208	4	HD2	3.75	15
4	PSY 209	4	DI1	3.5	14
5	PSY 223	4	HD1	4	16
6	PSY 300	8	HD2	3.75	30
7	PSY 305	4	HD1	4	16
8	PSY 308	4	DI1	3.5	14
9	PSY 309	4	HD2	3.75	15
10	PSY 312	4	HD2	3.75	15
11	PSY 325	4	DI1	3.5	14
12	PSY 329	4	DI1	3.5	14
Total Credit Hours	52		Total Grade Value		193

HGPA = 193 / 52 = 3.71 = 2nd Upper Class Honours

The HGPA is calculated to two decimal points. The maximum value is 4.00

Students from January 2022 intake onwards

- Select your best 3 Year 2 and best 7 Year 3 psychology subjects according to the criteria specified in Item 1.8.2.2 above.
- HGPA calculation formula:

∑ [(credit hours for each subject X grade point for that subject)] /∑ (total credit hours for the 10 subjects).

- Example:

No	Subject	Credit Hours	Grade	Grade Point	Grade Point x Credit Hours
1	PSY 201	4	HD1	4	16
2	PSY 205	4	DI1	3.5	14
3	PSY 208	4	HD2	3.75	15
4	PSY 300	8	HD2	3.75	30
5	PSY 305	4	HD1	4	16
6	PSY 308	4	DI1	3.5	14
7	PSY 309	4	HD2	3.75	15
8	PSY 312	4	HD2	3.75	15
9	PSY 325	4	DI1	3.5	14
10	PSY 329	4	DI1	3.5	14
Total Credit Hours	44		Total Grade Value		163

HGPA = 163 / 44 = 3.70 = 2nd Upper Class Honours

The HGPA is calculated to two decimal points. The maximum value is 4.00

1.8.3   Degree

1.8.3.1 <u>General Degree</u>
A student who has undergone a course towards obtaining a degree with honours but do not qualify for the degree with honours may be awarded a general degree without honours if all course criteria have been fulfilled and a minimum GPA of 2.00 has been obtained.

1.8.3.2 <u>No Award of Degree</u>
A student with a GPA of less than 2.0 shall not be awarded any degree

1.8.4   Cumulative Grade Point Average (CGPA)

1.8.4.1 <u>Formula</u>
Each grade is given a numerical value. The CGPA can be obtained with the following formula:

∑[(total credit hours for each subject X grade point for that subject)]/∑(total subject credit hours).

The CGPA is calculated to two decimal points. The maximum value is 4.00. The minimum value is 2.00.

Please refer to the University Handbook (item 4.16) for detailed and updated information about the calculation of CGPAs.

1.8.5   Other Grading Symbols

AW   Approved Withdrawal
The student was granted approval to withdraw from the subject without incurring a failed grade in the subject.

GP   Grade Pending
The subject will be awarded a grade only after completion or finalization of certain outstanding matters.

IP   In Progress
This grade is given each semester for subjects taken over two or more semesters until the semester the subject is to be completed, when a substantive grade is awarded.

RC   Remediation of Continuous Assessment
RF   Remediation of Final Assessment
This grade is awarded when students have failed a must-pass component and qualify for remediation in the following semester. The department will send out notices via eLearning about the assessments that each student will have to remediate.

SX   Supplementary Examination
The student's application for special consideration due to misadventure and extenuating circumstances has been approved and a substantive grade will be awarded when the student satisfactorily completes the supplemental examination at the next available offering.

1.9 Graduation

1.9.1   Graduation Requirements

1.9.1.1 Satisfaction of All Course Requirements
The student must complete to the satisfaction of HELP University the requirements of the course as specified in the regulations for the course.

1.9.1.2 Discharge of All Obligations
To be eligible to receive a graduate the student shall have discharged all obligations and indebtedness to HELP University.

1.9.1.3 Satisfaction of All Course Requirements
"To graduate" in these regulations means to receive a testamur and final transcript.

1.9.2   Notification of Eligibility to Graduate

Potential graduands will be advised by the Registry in writing if they have completed all course requirements and will be given information about their graduation ceremonies.

1.9.3   Graduation Ceremonies

1.9.3.1 Date
HELP University's graduation ceremony is normally held in April of each year, at which all students who elect to graduate at a graduation ceremony are expected to attend.

1.9.3.2 Graduation in Absentia
A student may elect not to graduate at a graduation ceremony. These graduates in absentia will be able to collect their testamurs from HELP University after the official graduation ceremony has been held.

1.10 Subject Descriptions

1.10.1   Compulsory Subjects/General Electives

MPU3263/GEN3513 – **Communications and Leadership Skills**
(This is a core MPU subject for students from intakes prior to Jan 2022, and a Year 1 general elective for students from Jan 2022 intake onwards)
In this course students analyse and evaluate communication theories and skills and how their synergy with leadership elements such as critical thinking, decision making, resource management and emotional intelligence leads to more effective communication in various settings (groups, workplaces and the larger society). The focus of this course is on providing practical, real-world case studies and examples for students to analyse and evaluate.

PSY 110 – **Career Exploration**
MPU3373 – **A* Gen Careers in Malaysia and Beyond**
PSY 330 – **Career Development and Planning**

This course consists of three modules, and is specially designed to provide participants with knowledge, skills, and abilities as well as other characteristics associated with career preparation and employability. At the end of the course, participants will:
▪ Acquire knowledge of self that matches the career of their choice
▪ Know about the industry concerns regarding employability
▪ Learn the skills in career preparation and development
▪ Develop and enhance abilities for sustained employability
▪ Enhance attitudes that will enable them to be competitive in the world of work

Module 1: Self-Empowerment

At the end of Module 1, participants will be able to evaluate their personal strengths, weaknesses, interests, skills and values; able to set personal, educational and career goals, as well as able to identify and address challenges to their career success.

Module 2: Employability Skills Development
This module is designed to provide students with an understanding of how technological advancements and globalization impact their respective fields of study. They will have the opportunity to explore the various career pathways available to them. As the analytics (A*) generation, students will be equipped with basic analytical skills for analysing the massive amounts of data that are generated in all aspects of life and work in the era of industry 4.0 in Malaysia and globally.

Module 3: Career Empowerment: Employability Preparation
At the end of Module 3, participants will be able to understand the job search process, know how to market themselves, develop their employment enhancement skills and develop skills that are necessary for the workplace.

1.10.2 Psychology Subjects

Some of the subjects listed below are cross-coded, please refer to your respective intake cross structure to determine which subject code is relevant to your specific intake. Certain subjects are only applicable to certain intakes, and this will be indicated in your course structure as well as the timetables that are released on LMS every semester.

PSY 100 – **Contextual Intelligence**

This subject is an introduction to contextual intelligence, its importance and applications in various aspects of life. This subject will provide students with the knowledge to observe, adapt & survive in most settings. Students will understand relevant theories and methods in relevant field areas, including group dynamics, cultural appreciation and transactional analysis.

PSY 111 – **Introduction to Psychology 1**

This subject gives students an introduction to psychology and focuses on the biological bases of human behaviour, mental processes and human cognition. It includes a study of the brain, sensation and perception, learning, memory, consciousness, language and intelligence.

PSY 112 – **Introduction to Psychology 2**

This subject gives students an introduction to psychology and focuses on human character, development and how human beings relate to each other. This includes a study of psychological disorders, human personality, motivation and emotion.

PSY 113 – **Scientific Thinking and Academic Writing**

This skills-focused course aims to help you develop your ability to think and write in a scientific manner. Over the course of this subject, we will be equipping you with the skills needed to search, categorize, and summarize academic literature, develop convincing arguments using evidence, and critique scientific findings. We will also equip you with the ability to write your own literature reviews and enhance your academic writing style. The course is practical and collaborative, with activities in both lectures and tutorials to help you develop skills needed to be a capable researcher and scientist.

PSY 105 – **Introduction to Quantitative Methods**

This subject explores the development of skills necessary for the evaluation of behavioural research. Areas of study will include an understanding of the scientific method of research.

PSY 106/PSY 214 – **Introduction to Qualitative Methods/Qualitative Research**

Prerequisites: PSY 105

This course will introduce students with the broad philosophical paradigms in qualitative research. Upon completion of the course, students will achieve the essential skills and tools to successfully plan and design a phenomenological qualitative study. Covered in this course are the theories of knowledge in forming qualitative research, the general principles of designing qualitative studies, sampling strategies and data collection will be taught. Likewise, the course will consider the ethical issues related to the conduct of qualitative research.

PSY 107 – **Introduction to Quantitative Methods 2**

Prerequisites: PSY 105

This subject explores the development of skills necessary for the evaluation and basic interpretation of behavioural research. Areas of study will include statistical analyses in psychological research.

PSY 201 – **Advanced Quantitative Methods 1**

Prerequisites: PSY 105, PSY 107 <u>and</u> completed 8 Year 1 subjects

This subject explores the development of skills necessary for the evaluation of behavioural research. Areas of study will include an understanding of the scientific method of research.

PSY 202 – **Advanced Quantitative Methods 2**

Prerequisites: PSY 105, PSY 107, PSY 201 <u>and</u> completed 8 Year 1 subjects

This course will advance students' understandings of quantitative research and also cover an introduction of mixed-methods research.

PSY 205 – **Social Psychology**

Prerequisites: PSY 112, PSY 105, PSY 107 <u>and</u> completed 8 Year 1 subjects

This subject systematically explores the way individuals think, feel, desire, and act in social situations. It expands our understanding of an individual's perception of the self and others, examines interpersonal relationships, looks at the power of social influence, and explores applications of social psychology.

PSY 207 – **Human Personality**

Prerequisites: PSY 112, PSY 105, PSY 107 <u>and</u> completed 8 Year 1 subjects

This subject will provide an introduction to the different factors that may shape human personality and character. Furthermore, it will introduce students to different personality theories and theorists.

PSY 208 – **Biopsychology**

Prerequisites: PSY 111, PSY 105, <u>and</u> completed 8 Year 1 subjects

This subject gives an overall introduction to human biopsychology and neurospsychology. It explores the biological bases for human behaviour and mental processes and gives the students an in-depth look at the inner workings of the human brain.

PSY 221 – **Developmental Psychology**

Prerequisites: PSY 112, PSY 105, PSY 107 <u>and</u> completed 8 Year 1 subjects

The subject provides an understanding of the sequence and underlying processes of human development from the stages of childhood to adulthood. This course emphasises the ways in which the various domains of development – physical, cognitive, emotional, and social – relate to one another. It also focuses on the interplay between biology and environment as well as the effects of culture, education, health and social issues on human development. It also discusses how knowledge about human development, diversity and context may be applied to promote positive development.

PSY 222/PSY 304 – **Learning and Cognition** (core for intakes prior to Jan 2019)

*Prerequisite*s: PSY 111, PSY 105, PSY 106 <u>and</u> completed 8 Year 1 subjects

In this subject, students will learn how to think about thinking-perception, attention, memory, language, and problem solving. Students will also be introduced to the different learning theories people use in their daily lives.

PSY 209 – **Counselling Skills**

Prerequisite: Completion of 7 Year 1 subjects

This is a foundation subject in the basics of intentional counselling and interviewing. Emphasis is on mastering the basic microskills involved in the counselling process, understanding the structure of a well-formed interview, using influencing skills and strategies in helping clients generate new ideas that lead to action and finally developing and determining a personal style of counselling.

PSY 210 – **Conflict Theory and Resolution**

Prerequisite: Completion of 7 Year 1 subjects

The subject provides an overview of conflict and conflict resolution. Conflict resolution and mediation are discussed from the perspective of individuals, interpersonal or small groups, and organised communities.

PSY 211 – **Human Services**

Prerequisite: Completion of 7 Year 1 subjects

The subject explores the assumptions in the nature, strategies, and techniques used in the delivery of human services. It also explores the assumptions governing the interactions between the human services professionals and their clients, as well as problem identification and problem solving skills development.

PSY 212 – **Educational Psychology**

Prerequisites: PSY 112 <u>and</u> completed 7 Year 1 subjects

This subject explores various theories of psychology and their applications to the classroom, with particular emphasis on the Asian classroom. It focuses on viewing the teacher as a practitioner and researcher and encourages the deliberation of classroom issues and challenges in the context of developmental and educational theories.

PSY 215 – **Group Process**

Prerequisities: Completion of 7 Year 1 subjects

This subject explores students to the study of themselves and of individuals in groups. It provides them with the basic conceps and theories of how people behave in groups. It also provides them with skills in group

facilitation which they may be able to apply in various fields such as education, organisations and group counseling.

PSY 216 – **Exceptional Children: Developmental Disorders**

Prerequisities: PSY 111, PSY 112 <u>and</u> completed 7 Year 1 subjects

This subject intends to provide students with an introduction to the charateristics of children and adolescnets with exceptional needs. It covers a wide range of topics such as autism, language disorders, dyslexia, emotional and behavioural disorders, sensory and physical disability. It develops an understanding of the impact of disability on the child, the child's family and community; and how these in turn have an impact on the child.

PSY 217 – **Introduction to Psychological Testing** (elective for Jan 2019 intake onwards)

Prerequisites: PSY 105, PSY 107 <u>and</u> completed 7 Year 1 subjects

This subject introduces the fundamentals of psychological testing and its application to the creation of valid, reliable and practically useful measures of psychological contrcuts. It covers both the theoretical and statistical conceps relevant in the creation of such measures. Specifically, it explains the scientific basis and procedures involved in the development, assessment and validation of psychometric measures, as well as the statistical methods most relevant in the development of new measures.

PSY 218 – **Understanding Child Abuse and Neglect**

Prerequisites: PSY 112 <u>and</u> completed 7 Year 1 subjects

This subject introduces the students to the various issues related to child maltreatment. The different forms of child abuse and neglect are also covered as well as the methods of intervention and prevention. It make students aware of the prevalence of child abuse and neglect in Malaysia, the response and prevention mechanism of the child protection system, and the roles of child welfare services.

PSY 219 – **Understanding Children in a Changing Society**

Prerequisites: PSY 221 <u>and</u> completed 7 Year 1 subjects

This subject looks at children's socialization and adaptation in the social context, focusing on issues and change around the community, family, school and peers.

PSY 223 – **Understanding and Managing Emotions (core for Jan 2019 intake onwards)**

Prerequisites: Completion of 8 Year 1 subjects

This subject enables students to explore and understand the evolutionary and socio-cultural basis for emotions, the triggers of specific feelings, and the 'hows and whys' of emotional expressions. It covers a broad range of topics, from understanding the physiological processes related to emotions, how emotions are communicated, the way emotions vary across cultures, why people regulate or suppress their emotions, and the reasons why we experience certain emotions. It also covers ways in which to effectively manage our emotions, use them to improve our day-to-day performance and to enhance the quality of our interactions with others.

PSY 224 – **Introduction to Coaching and Mentoring**

Prerequisites: PSY 209 <u>and</u> completed 7 Year 1 subjects

This subject is an introductory subject on the basics of coaching and mentoring. It emphasizes on the theory of coaching and mentoring as well as uses a positive psychology frameowork in the practice of coaching. This subjects helps students to understand and apply the GROW coaching model which will allow students to apply critical and evaluative thinking skills to coaching strategies. This becomes the basis for self-assessment tool and to measure change.

PSY 225 – **Psychology of Reading**

Prerequisites: PSY 112 <u>and</u> completed 7 Year 1 subjects

This subject explores development through reading different subject matters, in the context of school, and also in the context of lifelong learning. Subject matters like nature, autobiography, politics, fiction and culture are explores.

PSY 226 – **Psychology and Pop Culture**

Prerequisites: Completion of 7 Year 1 subjects

This subjects aims for students to discuss the influence of pop culture on various psychological issues of our time. Tracing print and no print media.

PSY 227 – **Development of Language**

Prerequisites: Completion of 7 Year 1 subjects

This subject offers to shed understanding on language strategies for literacies. Students learn about providing useful resources to teachers as they face the complexities of literacy instruction in today's classrooms. It focuses on literacy in primary school classrooms, and offers a consistent model of instruction that will help students become more knowledgeable about language learning and guide the many instructional decisions they

will make. It provides a rich array of strategies and ideas that they can adapt to suit their personal instructional styles.

PSY 228 – **Human Sexuality**

Prerequisites: PSY 111, PSY 112 and completed 7 Year 1 subjects

This introductory subject covers biological, psychological, and sociocultural aspects of human sexuality. It also emphasizes on the personal, relational, historical, medical, and ethical issues in relation to human sexuality.

PSY 229 – **Introduction to Music Therapy**

Prerequisites: PSY 111 and completed 7 Year 1 subjects

This introductory subject provides a broad overview of music therapy. It also explores the history of music in healing traditions, applications of music therapy for various populations, and specific intervention techniques.

PSY 230 – **Psychology of Family**

Prerequisites: PSY 112 and completed 7 Year 1 subjects

This subject looks at fundamentals of the family system; exploring family theories, structure and diversity in an Asian context.

PSY 231 – **Evolutionary Psychology**

Prerequisites: Completion of 7 Year 1 subjects

This subject aims to explore the fascinating and sometimes controversial synthesis of two disciplines: evolutionary biology and psychology. It is a broad, unifying area of study that attempts to explain many aspects of human cognition, emotion and behaviour as adaptations and responses to challenges in our immediate environments. It examines how human beings have evolved, and subsequently, how their cognitive processes have adapted to meet the problems of surviving in harsh environments. It explores how human species have been shaped by evolutionary forces to meet the ultimate goals of survival and reproduction. It also aims to discuss how established understandings of psychological theories and models relate to evolutionary perspectives.

PSY 232 – **Positive Psychology**

Prerequisities: Completion of 7 Year 1 subjects

This subjects covers the science and application of positive psychology and considers the new frameworks for understanding positive emotions and strenghts in different cultures. Positive psychology is brought to life through

addressing important issues like how it can improve the workplace, as well as how it can promote daily life in a flourishing manner. It enables students to apply major principles to their own lives through various excerices and assignments. It also explores various positive conditions within multiple cultural contexts, like happiness and well-being, processes related to mindfulness, wisdom, courage, and spirituality.

PSY 233 – **Psychology of Music**

Prerequisites: Completion of 7 Year 1 subjects

This subject provides students with an overview of existing scientific assertions in relation to the underlying psychological mechanisms of musical activities. Topics to be covered include origins of music, music and emotion, music and cognition, music and language, and musical in prenatal and child development.

PSY 234 – **Introduction to Dance Therapy**

Prerequisites: Completion of 7 Year 1 subjects

This subject introduces the basics of dance therapy. This course will help build a basic understanding of the correlation between the dance and their impact on the body and mind. Areas of study will include understanding particular conditions and states of mind and explains what and how various techniques can help with these. A understanding of self-care through moment-to-moment embodiment of experiences, which includes feeling sensations, awareness of emotions and fully occupying the body.

PSY 235 – **Psychology of Religion**

Prerequisites: Completion of 7 Year 1 subjects

This subject explores the way psychology influences the development of religious and belief systems in individuals. It aims to expand the students' understanding of how religion is formed and sustained in different stages of life, the psychological factors that support religious beliefs, as well as how religion and psychology intersect to shape society.

PSY 300 – **Undergraduate Thesis**

This subject applies only to the January 2015 Intake or onwards.
Prerequisites: PSY 201, PSY202 <u>and</u> completed 18 Year 1 and 2 subjects

Students will learn how to select an appropriate topic, conduct the literature review, and write a research proposal. Students will then also learn how to collect data, analyze the results and write up the research report, and finally defend their thesis.

PSY 301 - **Undergraduate Thesis 1**

This subject applies only to intakes before the January 2015 Intake.
Prerequisites: PSY 201, PSY202 <u>and</u> completed 18 Year 1 and 2 subjects

Students will learn how to select an appropriate topic, conduct the literature review, and write a research proposal.

PSY 313 – **Undergraduate Thesis 2**

This subject applies only to intakes before the January 2015 Intake.
Prerequisites: PSY 201, PSY 202, PSY 301 <u>and</u> completed 18 Year 1 and 2 subjects

Students will learn how to collect data, analyze the results and write up the research report, and finally defend their thesis.

PSY 305 – **Ethics in Psychology**

Prerequisites: Completion of 18 Year 1 and 2 subjects

The subject sets out to discuss the major ethical issues that psychologists would face in their line of work. Different models of ethical decision making will be discussed, and relevant professional codes of conduct, such as that of the helping profession, will be reviewed in order to develop a universal framework for understanding ethical dilemmas.

PSY 311 – **Introduction to Psychological Testing** (core for intakes prior to Jan 2019)

Prerequisites: PSY 201, PSY 202 <u>and</u> completed 18 Year 1 and 2 subjects

This subject introduces the fundamentals of psychological testing and its application to the creation of valid, reliable and practically useful measures of psychological contrcuts. It covers both the theoretical and statistical conceps relevant in the creation of such measures. Specifically, it explains the scientific basis and procedures involved in the development, assessment and validation of psychometric measures, as well as the statistical methods most relevant in the development of new measures.

PSY 321 – **Abnormal Psychology**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject will examine the Diagnostic and Statistical Manual for Mental Disorders (DSM-IV-TR) classification of abnormal behaviour. It will focus on the description of various psychological disorders, such as anxiety disorders, mood disorders, personality disorders, dissociative disorders, schizophrenia, etc. It will also explore the process of diagnosis and treatment.

PSY 330 – **Career Development and Planning**

Prerequisites: Completed 18 Year 1 and 2 subjects

This subject is specially designed to prepare graduating students to better transition to the world of work. Students will be equipped with self-knowledge and other characteristics associated with career preparation and employability.

PSY 345 – **Data Analytics for Psychology (**core for Jan 2019 intake onwards)

Prerequisites: PSY 105, PSY 107, PSY 201, PSY 202 <u>and</u> completed 18 Year 1 and Year 2 subjects

This course provides students with an introduction to the applications of analytics for psychological research and practice. Students will be introduced to analytics-driven research in the psychological science, particularly how big data, analytic models and tools can be used by psychologists to understand human behavior and trends at both micro and macro levels. This course will also provide the basis for more advanced analytics tools and techniques in subsequent research and analytics modules.

PSY 302 – **Introduction to Industrial/Organizational Psychology**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject is an introduction to the methods used by Industrial/ Organisational psychologists to increase organisational effectiveness and individual well-being. Topics include selection, training, appraisal, job attitudes, work motivation, leadership, job design, organisational culture, and work environment, group development, organisational change strategies, motivational and performance enhancement concerns*.*

PSY 303 – **Counselling Theories and Techniques**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This is an introductory study of current major theories and practices of counselling. The emphasis is on understanding and applying the theories to explain human behaviour, and suggesting therapeutic strategies to deal with issues and problems that arise in people. Students are also encouraged to develop their own philosophy of counselling.

PSY 306 – **Issues in Contemporary Psychology**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This module will inform students of current psychological theories, findings, challenges and future directions pertaining to a selected number of

contemporary phenomena within a particular sub-field of Psychology. This course is also designed to open the discussion on deep and controversial issues that impact on modern psychology. Topics will cover a wide range of issues that impact on individuals in modern society as well as the developing future trends that are relevant to the area.

PSY 307 – **Substance Abuse**

Prerequisites: PSY 111 <u>and</u> completed 18 Year 1 and 2 subjects

This subject looks at the psychological, biological, social, historical, cultural and medical perspectives on the use and/or abuse of illicit, prescriptive and over-the-counter drugs.

PSY 308 – **Forensic Psychology**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject explores the application of psychological knowledge to the legal system. Areas of study will include criminal investigations, the insanity defense, trials, interrogations and eyewitness identification.

PSY 309 – **Health Psychology**

Prerequisite: Completion of 18 Year 1 and 2 subjects

This subject explores the psychological aspects of health, illness and health care. It examines influence of stress, certain risk behaviours and lifestyle on health. It also examines sexual health and other psychological aspects of human sexuality.

PSY 310 – **Cross-Cultural Psychology**

Prerequisites: PSY 205 <u>and</u> completed of 18 Year 1 and 2 subjects

The subject focuses on the effects of culture on the nature and behaviour of individuals, their adaptation to institutions and environments, and their relations with others within and outside their culture.

PSY 312 – **Youth Work and Services**

Prerequisites: PSY 221 <u>and</u> completed of 18 Year 1 and 2 subjects

This subject presents students with a myriad of skills and knowledge necessary to be effective youth workers. It is designed for students who intend to work with youth in some capacity in the future and provides very practical guidelines on how to empower and bring about positive change among various youth populations in Malaysia.

PSY 314 – **Psychology of Eating**

Prerequisites: PSY 208 <u>and</u> completed 18 Year 1 and 2 subjects

This subject introduces students to the specialised field of eating behaviours with an emphasis on "normal" eating behaviour. In our current society where food is an abundance and its preparation has been largely outsourced, this subject aims to provide an overview of the various biological, psychological, and social factors that influence our food choices and their implications to our health and wellbeing.

PSY 315 – **Human Motivation**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This course enables students: (1) to understand the nature of human motivation and (2) to have a theoretical and practical understanding of contemporary issues and challenges that arise from human motivation. The course provides students with an overview of human motivation. The course also discusses major concepts and theoretical framework of human motivation for understanding human behaviour. Students will also learn to apply motivation to activities in research, organisations, and education and to their daily life.

PSY 316 – **Learning Disabilities**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject provides an understanding of the sequence and underlying processes of learning disabilities, emphasizing the different areas of learning disabilities and how it affects the course of development.

PSY 317 – **Psychology of Film**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject explores how movies illustrate various psychological issues and phenomena, as well as how movies reflect the social psychology of different communities and different eras. It also explores the impact that films have on people emotionally, cognitively and behaviourally.

PSY 319 – **Psychology in the Workplace**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject aims to facilitate students in understanding work behaviour in diverse work environment by applying psychology for work socialisation. It

discusses psychological adjusments required of the individual in facing the challenges of the 21ˢᵗ century workplace and its influences on individuals, family and the community.

PSY 320 – **Cross-Cultural Research Implications on Human Resource Management and Organisational Behaviour**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject focuses on the effect of culture on human development, cognition, gender, emotion, personality, language and communication, and social behaviour. It also explains the implications of cross-cultural research findings on human resource management and organizational behaviour.

PSY 322 – **Contemporary Issues in Child and Adolescent Psychology**

Prerequisites: PSY 221 and completed 18 Year 1 and 2 subjects

This subject provides a platform of discussion on the current issues related to child and adolescent development in various contexts. It also addresses the issues between biology and environment as well as the impact of culture, education, health, and social issues on children's and adolescent's development.

PSY 323 – **Gender and Health**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject aims to provide students with a specialist knowledge and understanding of health issues related to gender. It covers research related to gender, biological gender differences, gender and chronic illnesses, specific gender differences in relation to medical compliance, gender and aging, gender & tobacco use, CHD (coronary heart disease). It also explores specific gender related cancers, menopause, and stress differences.

PSY 324 – **Educating the Gifted Child**

Prerequisites: PSY 212 and completed 18 Year 1 and 2 subjects

This subject discusses the various aspects and issues of giftedness and gifted education. It also covers some practical classroom strategies, curriculum models, and summaries of research in effective programs for gifted and talented students.

PSY 325 – **Politics & Psychology**

Prerequisites: PSY 205 and completed 18 Year 1 and 2 subjects

This subject explores a broad overview of the field of political psychology at an undergraduate level. Basic cognitive, social cognitive and psychosocial

concepts and theories are used to understand and critically analyse political behaviour and scenarios in the Malaysian and international context. Students learn how to critically analyse current national/international issues using psychological theories, giving balanced accounts from various perspectives. It aims to inspire students to also consider the role of psychologists and citizens towards nation building.

PSY 326 – **Positive Discipline in Schools**

Prerequisites: PSY 212 <u>and</u> completed 18 Year 1 and 2 subjects

This subject introduces students to the most current approaches to discipline that can be used effectively in today's classrooms. These approaches give balanced attention to preventing mis behaviour, supporting appropriate behaviour, communicating effectively with students, and correcting misbehaviour in a positive manner.

PSY 327 – **Religious Development Across the Lifespan**

Prerequisites: PSY 207, PSY 221 <u>and</u> completed 18 Year 1 and 2 subjects

This subject explores in depth the religious development of individuals across the human lifespan using psychological theories and perspectives (e.g. cognitive, developmental, social psychology). Using scientific research, thie subject studies how religious belief systems and practices develop across childhood, adolescence, young adulthood until late adulthood. It also covers the evolutionary biological perspectives of the origins of religion among humankind.

PSY 328 – **Crisis Intervention**

Prerequisites: PSY 221, PSY 209 <u>and</u> completed 18 Year 1 and 2 subjects

This subject aims to provide students a theoretical and applied foundation for working with people in crisis. Students will examine the dynamics of various situations and developmental crisis, crisis theory, universal tasks of crisis care, methods of crisis intervention and specific crises that occur with individuals and families such as suicide, illness, divorce, death, and natural disasters that consider family and cultural influenced on coping.

PSY 329 – **Philosophy of Life and Death**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject is designed to explore the various means by which human experienced are perceived and understood. Life as well as death is the counterpoints of human existence, this subject explores the human thoughts and encounters focusing on the Asian experience.

PSY 331 – **Thinking and Deciding**

Prerequisites: PSY 201, PSY 222 <u>and</u> completed 18 Year 1 and 2 subjects

This subject reviews research in cognitive psychology about how pepople make judgements, inferences and decisions. It focuses in understanding the processes involved and the different factors that can affect them, along with the models and theories explaining them.

PSY 332 – **Working Memory in Bilinguism**

Prerequisites: PSY 222 <u>and</u> completed 18 Year 1 and 2 subjects

This subject explores the findings from research in working memory with regard to bilingualism.

PSY 333 – **Introduction to Training and Development**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject enables students to gain an understanding of psychological principles relevant to training and development. It also enables for students to be exposed to what are the current training issues as well as an understanding of the contemporary theories of learning and cognition relevant for the development of a training program. It also enables students to construct a training program that takes account of and incorporates these psychological principles.

PSY 334 – **Gender Studies**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject explores the psychology of gender and of different themes related to gender (e.g. gender roles, feminism, heterosexuality).

PSY 335 – **Child and Adolescent Psychopathology**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject examines the description and classification of the major forms of abnormal behaviour in childhood and adolescence based on the revised fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V). Focus is on the defining characteristics, associated features, possible causes, reseach evidence and current approaches to treatment and intervention for a wide range of child and adolescent psychological problems.

PSY 336 – **Psychopharmacology**

Prerequisites: PSY 208 <u>and</u> completed 18 Year 1 and 2 subjects

This subject introduces students to the physiological basis of drug effects on behaviour. The principles of psychopharmacology will be covered as well as the approaches to understanding drug treatments for major psychological disorders and the more coomon drugs of abuse in explaining addiction.

PSY 337 – **Comparative Psychology**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject exxplores similarities and differences in learning and cognition across species. Students learn experiements or techniques to study learning/cognitive abilities in different species including humans.

PSY 338 – **Psychology of Love and Intimate Relationships**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject focuses on romantic and companionate forms of love as they are thought about and studied by psychologists and scientists. Some of the topics covered are, how are love-related phenomena appropriately studied, is romantic love the same in all cultures and how does psychology understand love. It focuses on discussing current evolutionary, psychological and sociocultural theories and research about love and intimate relationships. It seeks to facilitate an application of such knowledge to daily life and modern day scenarios.

PSY 339 – **Cyberpsychology**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This subject discusses various aspects and issues regarding the interaction between technology and psychology. It focuses on the psychology of the internet, but it also consideres psychological aspects of other tecnologies, such as gaming, virtual reality and artifical intelligence.

PSY 340 – **Human Factors**

Prerequisites: PSY 222 and completed 18 Year 1 and 2 subjects

This subject explores the basic concepts and applications in human factors and ergonomics – designing for human cognitive and physical capabilities and limitations, safety behaviour in organisations, human error, etc.

PSY 341 – *Experimental Methods in Cognitive Neuroscience*

Prerequisites: PSY 201 and completed 18 Year 1 and 2 subjects

This subject enables students to learn a broad overview of the basic methods used in cognitive neuroscience research covering some aspects such as attention, memory, social cognition etc. It enables students to learn

how to create a cognitive experiment using a computer software and using it in the application of cognitive neuroscience research.

PSY 342 – **Introduction to Neuropsychology**

Prerequisites: PSY 208 <u>and</u> completed 18 Year 1 and 2 subjects

This is an intermediate course for students with a basic neuroscience foundation that focuses on brain-behaviour relations, particularly how brain injury alters behaviour. Students will be introduced to basic research and assessment methods in neuropsychology before looking at the biological underpinnings of common brain and mental disorders

PSY 343 – **Research and Practice in Industrial / Organisational Psychology**

Prerequisites: PSY 201, PSY 202 <u>and</u> completed 18 Year 1 and 2 subjects

This subject is for students who have great passion and interest in industrial and organisational (I/O) research and practicin as an I/O psychologist. It scrutinizes findinfs and theories in organisational research and the challenges and future directions for I/O psychologists.

PSY 344 – **Psychology of Aging**

Prerequisites: PSY 221 and completion of 18 Year 1 and Year 2 subjects

As the nation and the world sees an increase in the proportion of older adults in the population, there is a necessity for a greater understanding of the capabilities and psychological functioning of older people to explore future policies. This module will look at aging tends around the world, with a specific focus on mental health issues, as well as methods and theories associated with the study of human aging.

PSY 346 – **Emotional and Behavioural Management for Special Needs**

Prerequisites: Completion of 18 Year 1 and Year 2 subjects

The subject provides an understanding of the principles in behaviour modification based on applied behaviour analysis approach for the special needs child through step-by-step guide and hands-on practice.

PSY 347 – **Approaches to Mental Health and Wellbeing**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This course is designed to provide students with the opportunity to consider mental health and the related concept of wellbeing from a wide range of complementary and contrasting perspectives. Advantages and

limitations of the scientific approach will be discussed and scrutinized. It is hoped that students will gain both a scholarly understanding of contemporary approaches to mental health and acquire a set of wellbeing enhancing skills.

PSY 348 – **Introduction to Economic Psychology and Behavioural Economics**

Prerequisites: Completion of 18 Year 1 and 2 subjects

The study of economics does not generally consider the psychological factors that influence micro and macro-economic processes. Recently, however, there has been increasing interest in merging psychological principles with rationalist economic theory. The study of economic psychology hence, examines how psychology mechanisms influence human economic behaviour at the individual, societal and national level. Topics for this course include how human economic behaviours change across different stages of their lives, cross-cultural consumer behaviour, the distribution of income and poverty and its relationship with national well-being.

PSY 349 – **Psychology Service Learning**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This course involves students engaging in an organized service activity and reflecting on the activity to gain a deeper understanding and appreciation for the field of psychological science and to grow an enhanced sense of civic responsibility.

PSY 350 – **Psychology of Social Justice**

Prerequisites: PSY 205 and Completion of 18 Year 1 and 2 subjects

This course involves students engaging in critical discussions on the psychological dimensions of social justice and in an innovative social justice advocacy.

PSY 351 – **Psychology of Colour**

Prerequisites: Completion of 18 Year 1 and 2 subjects

This course explores theoretical concepts and applications of colour psychology based on studies in colour perception, visual neuroscience, and from emerging literature in this area.

PSY 352 – **Applied Sports Psychology**

Prerequisites: Completion of 18 Year 1 and 2 subjects

Sports psychology is a relatively new profession under the umbrella of psychology and within the sports science domain. In Asia, it is still in a developing trend compared to Western countries. The field of sports

psychology has attracted attention of many when top elite athletes and coaches admitted the effectiveness of using psychological tools and working with sport psychology consultants. This module is an introduction to the field of applied sport psychology. Key elements in applied sport psychology will be taught in both theoretical and practical based approaches.

PSY 353 – **Cultural – Historical Frameworks & Philosophy in Psychology**

This course is a dialogic exchange much more than a traditional lecture. Through weekly discourse, we will attempt to situate the individual (and theories about the individual) within their broader communities. Our exploration and discussions are designed to make room for conversations around the multiplicity of contextual influences on human development and psychology in a pre-dominantly behaviourist and cognitivist orientation toward the discipline. Ultimately, we will each gain a mastery of dialogue pertaining such topics and formulate our own thinking or philosophies with regard to the intersection between the human Being and human-Being-with-others, and how studying psychology alone can/cannot inform the actions we will take as individuals and the 'projects' we will support as a community.

PSY 354 – **Community Psychology**

The aim of this module is to provide you with insights and practical skills surrounding the theory, research, and practice of community psychology. Through this module, we will also be learning about concepts such as community organization, mattering, social issues (e.g., post-incarceration transition, oppression), the Blue Zones, and ultimately, how to recontextualize the notion of well-being in a way that promotes intra- and inter-personal agency.

1.11 Study Awards for the Bachelor of Psychology (Hons) Program

Please refer to Item 3.5 in the University Handbook for study award application processes and criteria.

1.12 Bachelor of Psychology Course Structure

Disclaimer: The number of electives are added each semester and the list here is not exhaustive.

1.12.1 Bachelor of Psychology Course Structure (from Jan 2015 – Aug 2018)

Year 1 (9 Subjects)
Intro. To Psychology 1
Intro. To Psychology 2
Psychology of Personal & Academic Development
Introduction to Quantitative Methods
Introduction to Qualitative Methods
Career Exploration

3 Mata Pelajaran Umum (MPU) Subjects
Tamadun Islam & Tamadun Asia/ Malaysian Studies 3
Hubungan Etnik/Bahasa Melayu Komunikasi 2
Communications & Leadership Skills (2021 onwards)
/Leadership & Life Skills (prior to 2021) **OR** Bahasa
Kebangsaan A**
** It is compulsory to take MPU3213 Bahasa
Kebangsaan A if one did not obtain a Credit for BM in
SPM
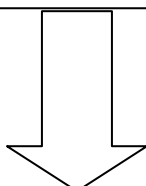
Year 2 (12 Subjects)
Advanced Quantitative Methods 1
Advanced Quantitative Methods 2
Social Psychology
Human Personality
Biopsychology
Developmental Psychology
Learning and Cognition
Industrial Training

Psychology Electives
(Select 2 papers from the following):
Counseling Skills
Conflict Theory and Resolution
Human Services
Educational Psychology
Group Process
Exceptional Children: Developmental Disorders
Understanding Child Abuse and Neglect
Understanding Children in a Changing Society
Understanding and Managing Emotions

2 MPU Subjects
A* Gen Careers in Malaysia and Beyond (2021
onwards) / Career Pathways in the Field of
Behavioural Sciences in Malaysia (prior to 2021)
Co-curriculum – Event Management or
Community Service

Year 3 (11 subjects)
Undergraduate Thesis
Ethics in Psychology
Introduction to Psychological Testing
Abnormal Psychology
Career Development and Planning

Psychology Electives
(Select 5 papers from the following):
Introduction to Industrial/Organizational
Psychology
Counseling Theories and Techniques
Issues in Contemporary Psychology
Substance Abuse
Forensic Psychology
Health Psychology
Cross Cultural Psychology
Youth Work and Services
Psychology of Eating
Human Motivation
Learning Disabilities
Psychology of Film
Therapeutic Play
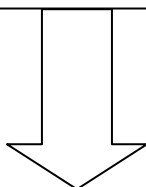Psychology in the Workplace

1 General Elective
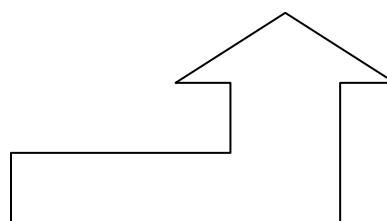
1.12.2   Bachelor of Psychology Course Structure (from Jan 2019 – Aug 2021)

Year 1 (10 Subjects)
Intro. To Psychology 1
Intro. To Psychology 2
Scientific Thinking and Academic Writing
Introduction to Quantitative Methods 1
Introduction to Quantitative Methods 2
Career Exploration
Contextual Intelligence

3 Mata Pelajaran Umum (MPU) Subjects
Tamadun Islam & Tamadun Asia/ Malaysian Studies 3
Hubungan Etnik/Bahasa Melayu Komunikasi 2
Communications & Leadership Skills (2021 onwards) /
Leadership & Life Skills (prior to 2021) **OR** Bahasa
Kebangsaan A**
** It is compulsory to take MPU3213 Bahasa
Kebangsaan A if one did not obtain a Credit for SPM BM

Year 2 (12 Subjects)
Advanced Quantitative Methods 1
Advanced Quantitative Methods 2
Social Psychology
Human Personality
Biopsychology
Developmental Psychology
Understanding and Managing Emotions
Industrial Training

Psychology Electives
(Select 2 papers from the following):
Counseling Skills
Conflict Theory and Resolution
Human Services
Educational Psychology
Group Process
Exceptional Children: Developmental Disorders
Understanding Child Abuse and Neglect
Understanding Children in a Changing Society

2 MPU Subjects
A* Gen Careers in Malaysia and Beyond (2021
onwards) / Career Pathways in the Field of
Behavioural Sciences in Malaysia (prior to 2021)
Co-curriculum – Event Management or
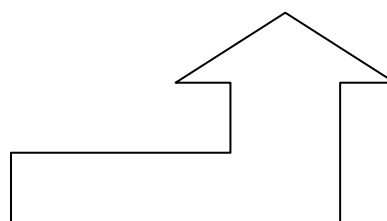Community Service

Year 3 (11 subjects)
Undergraduate Thesis
Learning and Cognition
Ethics in Psychology
Abnormal Psychology
Career Development and Planning
Data Analytics for Psychology

Psychology Electives
(Select 4 papers from the following):
Introduction to Industrial/Organizational
Psychology
Counseling Theories and Techniques
Issues in Contemporary Psychology
Substance Abuse
Forensic Psychology
Health Psychology
Cross Cultural Psychology
Youth Work and Services
Psychology of Eating
Human Motivation
Learning Disabilities
Psychology of Film
Therapeutic Play
Psychology in the Workplace

1 General Elective

1.12.3   Bachelor of Psychology Course Structure (from Jan 2022 – Aug 2023)

Year 1 (10 Subjects)
Intro. To Psychology 1
Intro. To Psychology 2
Scientific Thinking and Academic Writing
Introduction to Quantitative Methods 1
Introduction to Quantitative Methods 2
Career Exploration
Contextual Intelligence

2 Mata Pelajaran Umum (MPU) Subjects
Penghayatan Etika dan Peradaban (local)/ Bahasa Melayu Komunikasi 2 (international)
Falsafah dan Isu Semasa

1 General Elective
Communications & Leadership Skills
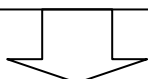
Year 2 (12 Subjects)
Advanced Quantitative Methods 1
Advanced Quantitative Methods 2
Social Psychology
Human Personality
Biopsychology
Developmental Psychology
Understanding and Managing Emotions
Industrial Training

Psychology Electives
(Select 2 papers from the following):
Counseling Skills
Conflict Theory and Resolution
Human Services
Educational Psychology
Group Process
Exceptional Children: Developmental Disorders
Understanding Child Abuse and Neglect
Understanding Children in a Changing Society

2 MPU Subjects
A* Gen Careers in Malaysia and Beyond **OR** Bahasa Kebangsaan A**
** It is compulsory to take MPU3213 Bahasa Kebangsaan A if one did not obtain a Credit for SPM BM. Note: this subject is sometimes taken in Year 1 Sem 3 instead of Year 2. This varies depending on intake.

Co-curriculum – Event Management or Sports

Year 3 (11 subjects)
Undergraduate Thesis
Learning and Cognition
Ethics in Psychology
Abnormal Psychology
Career Development and Planning
Data Analytics for Psychology

Psychology Electives
(Select 4 papers from the following):
Introduction to Industrial/Organizational Psychology
Counseling Theories and Techniques
Issues in Contemporary Psychology
Substance Abuse
Forensic Psychology
Health Psychology
Cross Cultural Psychology
Youth Work and Services
Psychology of Eating
Human Motivation
Learning Disabilities
Psychology of Film
Therapeutic Play
Psychology in the Workplace

1 General Elective
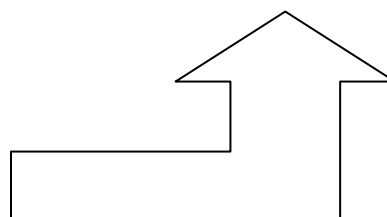
1.12.4   Bachelor of Psychology Course Structure (from Jan 2024 onwards)

Year 1 (10 Subjects)
Intro. To Psychology 1
Intro. To Psychology 2
Scientific Thinking and Academic Writing
Introduction to Quantitative Methods 1
Introduction to Quantitative Methods 2
Introduction to Qualitative Methods

3 Mata Pelajaran Umum (MPU) Subjects
Penghayatan Etika dan Peradaban (local)/ Bahasa
Melayu Komunikasi 2 (international)
Falsafah dan Isu Semasa
Discovering Oneself

1 General Elective
Communications & Leadership Skills
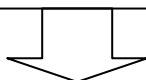
Year 2 (11 Subjects +1**)
Advanced Quantitative Methods 1
Advanced Quantitative Methods 2
Social Psychology
Human Personality
Biopsychology
Developmental Psychology
Learning and Cognition

Psychology Electives
(Select 2 or 3 papers from the following):
Counseling Skills
Conflict Theory and Resolution
Human Services
Educational Psychology
Group Process
Exceptional Children: Developmental Disorders
Understanding Child Abuse and Neglect
Understanding Children in a Changing Society

3 MPU Subjects
Kursus Integriti dan Anti Rasuah **OR** Bahasa
Kebangsaan A**
** It is compulsory to take MPU3213 Bahasa Kebangsaan
A if one did not obtain a Credit for SPM BM. Note: this
subject is sometimes taken in Year 1 Sem 3 instead of Year
2. This varies depending on intake.

Co-curriculum – Event Management or Sports
Engaging the World

Year 3 (12 subjects + 1**)
Undergraduate Thesis
Ethics in Psychology
Cross-Cultural Psychology
Introduction to Psychological Testing
Abnormal Psychology
Career Development and Planning
Data Analytics for Psychology

Psychology Electives
(Select 4 or 5 papers from the following):
Introduction to Industrial/Organizational
Psychology
Counseling Theories and Techniques
Issues in Contemporary Psychology
Substance Abuse
Forensic Psychology
Health Psychology
Cross Cultural Psychology
Youth Work and Services
Psychology of Eating
Human Motivation
Learning Disabilities
Psychology of Film
Therapeutic Play
Psychology in the Workplace

1 General Elective
Co-curriculum: Event Management and
Navigating Life
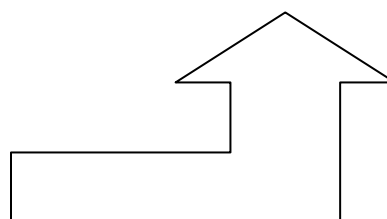
1.13 Internships and Job Placement (Prior to Aug 2023 intake)

1.13.1 Training Opportunities in Psychology

Student Tutor Internships
Psychology students who demonstrate academic excellence and good communication skills will be invited to apply for positions as student tutors (as part of the PAL – Peer Assisted Learning program, or Psi Chi). Their roles include giving academic mentoring to students and assisting the lecturers in course preparation. It is ideal training for students who want to pursue a career in training.

ART (Academic Research Training) Program
The Academic Research Training Program is a mentorship program open to HELP Psychology students who are interested in the areas of research and consulting. Every semester, Department of Psychology academic staff will make a number of projects available, which students can apply for. Interviews will be conducted, and successful applicants can then commence their mentorship under that academic staff. Students will be expected to fulfil certain tasks and duties as trainees, and in return receive supervision and training from their mentor.

Working Internships
All HELP psychology students are encouraged to seek work experience in a variety of areas before they graduate. The Department of Psychology will help link students with internship sites in their area of interest including social work, corporate psychology, child care and education as well as research and training.

Academic Development Workshops
Every semester, psychology students who want to hone their academic skills can attend, for no charge, seminars run by HELP Psychology lecturers on writing skills, research planning, using computer statistical packages (SPSS) and presentation skills.

1.14 Extra-Curricular Activities

Introduction

Although the emphasis of the Department of Psychology at HELP University is firmly placed on developing academic skills, it is also important that students learn to socialise and to participate in a wide range of activities. It is our belief that student activities are an integral part of any well balanced psychology program. As such we have created numerous opportunities for students to practise and apply what they have learnt in theory.

1.14.1   Psychology Student Clubs

The following clubs were founded by Department of Psychology students – these clubs meet once every semester on the Clubs and Societies' Day, to recruit new members into their clubs and showcase their events and activities.

Psychology Student Union (PSU)
The Student Union members are elected annually at the departmental level. The appointed Student Union members will be actively involved in promoting and protecting students' rights, responsibilities, needs and interests so as to ensure that psychology students at HELP receive a quality, all-round educational experience. The union also promotes students' activism through organization of educational, humanitarian, recreational, cultural and entertainment activities (clubs, society, concerts, roundtables, debates, promotions, sports events, picnics, excursions etc.). Those in the union are responsible to work with other student unions at HELP University and with the Management bodies of the Department.

Advisor: Dr Victor Goh (victor.goh@help.edu.my*)*

Child Development Psychology Club (CDP)
This club will broaden the horizons for students interested in working with children by exposing them to the different professions that exist in this area.

Chinese Cultural Society (CCS)
A society of students that celebrates the elements and traditions of the Chinese culture through activities, events, and the yearly mid-autumn festival plays.

Community Outreach Society (COS)
Community Outreach offers students opportunities to engage in service related activities in community while enriching their own learning experience at HELP University. Students will have the opportunity to participate in a series of engaging, interactive and collaborative projects to help small towns and villages to enhance their quality of life.

Peer Support Group (PSG)
The aim of the peer support group is to provide support and empowerment to those around them by being sensitive friends and positive role models. This group conducts free training courses in mentoring and facilitation skills. The peer support group undergoes training under a counselling psychologist to help them hone their

listening and interpersonal skills. The group also helps disseminate info on mental health issues to students through its web site and notice boards.

Advisor: Mr. Eric Bryan (ericbaa@help.edu.my)

Psi Chi (Malaysian HELP Chapter)
Psi Chi is the International Honor Society in Psychology, which was founded for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. With over 600,000 members, Psi Chi is the largest student psychological organisation in the world. HELP University is home to Psi Chi's first chapter in Asia.

Advisor: Dr Victor Goh (victor.goh@help.edu.my)

Hiking Club
Founded by a group of hiking enthusiast, the club offers opportunities for all HELP students to participate in hiking activities that are organized periodically.

The Psychronicle
The Psychronicle is the campus e-newsletter for the community of the Psychology Department at HELP University. We curate, publish, and archive content and stories about the community that lives, breathe, and bleed psychology.

HELP Asian Cultural Exchange Club (HACEC)
HACEC is founded by students who are interested in the various different asian cultures. They organized events that are cultural themed and provide opportunities for the general student body to learn more about the unique cultures in Asia.

HELP Volunteer Society (HVS)
HVS is founded by a team of passionate youths of different nationalities in 2013. The team has come together hoping to bring positive impacts towards the society. They envision to encourage volunteerism among the youths and act as a bridge between organizations and volunteers to provide help to those in need.

HELP Introverts
HELP introverts is a social or not-so-social club that caters to people who are introverted. They engage in small group activities like board games, community service, visits to places of interests, and many others.

Circle K International (CKI)
CKI is a service organization formed to help the community through various service projects. It is part of an umbrella of organizations led by Kiwanis International. With the motto "Live to Serve, Love to Serve", they are a collegiate community service, leadership development and friendship organization.

1.14.2 Psychology Student Events

Freshers' Luncheon

Every semester, freshers are invited to a luncheon event, whereby senior students, distinguished alumni, and faculty staff welcome the freshers to the Department of Psychology and provide speeches about their experiences in the program, and the working world, to encourage the freshers as they embark on the start of their undergraduate studies.

Psychology Research Colloquium

This in-house research conference is held every semester and provides psychology students the opportunity to present their research in the form of a poster display or a conference presentation to their peers and faculty staff. This exposure is invaluable for students planning to pursue postgraduate research and reflects our commitment to training students in how to design, implement, analyse and report research in psychology.

In-House Seminars

Students are exposed to the various areas in psychology through the In-House Seminars. These seminars are conducted on a weekly basis and are presented by visiting lecturers, professors and speakers from different areas of expertise.