



UNSW

UNSW Course Outline

PSYC3051 Physiological Psychology - 2024

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General Course Information

Course Code : PSYC3051

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Science

Academic Unit : School of Psychology

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course provides an advanced study of the physiological bases of learning, memory, and behaviour. It follows on, and assumes knowledge, from PSYC2081 Learning and Physiological Psychology. This course is complementary to PSYC3241 Psychobiology of Memory and

Motivation in the sense that both courses provide an advanced perspective on issues in biological psychology. There is a focus on contemporary theories around the function and coding of neuronal systems and the mechanisms by which they support learning and behaviour, animal models of learning and behaviour and related psychopathologies, and methodological approaches to the study of these fundamental mechanisms. Broad topics to be covered include: the role of appetitive and aversive motivation in learning, behaviour, and psychopathology; how the brain encodes associations between stimuli, events, actions, and outcomes; higher-order associative processes; how goals are represented and how they drive behaviour; the development of habitual and compulsive behaviours; how animal models of human psychopathologies inform treatment and drug development. Learning activities include face-to-face lectures and laboratory practicals, self-paced online learning modules, readings and revision exercises. The laboratory component of the course provides hands-on experience in various aspects of research in physiological psychology. As such, a significant component of the course will involve handling and experimentation on animal subjects (rats).

Please note: Neuroscience major (NEURS1) students are exempt from the prerequisite of PSYC2001 Research Methods 2 as long as they have completed NEUR2201 Neuroscience Fundamentals. Note, however, that this condition does not apply to any students who are undertaking a Psychology major (PSYCA1 or PSYCB1) in addition to a Neuroscience major.

Course Aims

The overall aims of this course are to provide students with an overview of elementary learning processes and their neurobiological substrates, as well as practical experience in the design and conduct of experimental research in physiological psychology. Emphasis is placed on contemporary theories and approaches, including discussion of the role of molecular signalling cascades and neuronal coding in learning and memory, the role of neural systems in supporting behaviour, and examples of where changes in such systems are thought to underpin human mental disorders. This is complemented with an introduction to various animal models of learning and behaviour, modern techniques of neuronal manipulation and measurement, and their application in empirical study.

Relationship to Other Courses

Prerequisites for this course are PSYC2001 (Research Methods 2) and PSYC2081 (Learning and Physiological Psychology).

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate an advanced level of knowledge and understanding of the theoretical perspectives, and empirical research relating to the physiological basis of learning and behavior.
CLO2 : Apply an advanced level of understanding of research methods used in physiological psychology in order to conduct basic experiments and evaluate methodologies used in the field.
CLO3 : Apply advanced critical thinking skills in order to evaluate processes and phenomena in physiological psychology from multiple theoretical perspectives and methodological approaches.
CLO4 : Understand values and professional ethics in research.
CLO5 : Communicate scientific material effectively in verbal and written formats.
CLO6 : Apply principles of learning and physiological psychology to broader issues, including their role in understanding human mental disorders.

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate an advanced level of knowledge and understanding of the theoretical perspectives, and empirical research relating to the physiological basis of learning and behavior.	<ul style="list-style-type: none">• Journal Article Response• Research Proposal Presentation and Poster• Final Exam
CLO2 : Apply an advanced level of understanding of research methods used in physiological psychology in order to conduct basic experiments and evaluate methodologies used in the field.	<ul style="list-style-type: none">• Journal Article Response• Research Proposal Presentation and Poster• Final Exam
CLO3 : Apply advanced critical thinking skills in order to evaluate processes and phenomena in physiological psychology from multiple theoretical perspectives and methodological approaches.	<ul style="list-style-type: none">• Journal Article Response• Research Proposal Presentation and Poster• Final Exam
CLO4 : Understand values and professional ethics in research.	<ul style="list-style-type: none">• Journal Article Response• Research Proposal Presentation and Poster• Final Exam
CLO5 : Communicate scientific material effectively in verbal and written formats.	<ul style="list-style-type: none">• Journal Article Response• Research Proposal Presentation and Poster
CLO6 : Apply principles of learning and physiological psychology to broader issues, including their role in understanding human mental disorders.	<ul style="list-style-type: none">• Final Exam• Journal Article Response• Research Proposal Presentation and Poster

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Echo 360

Learning and Teaching in this course

The delivery of learning materials in this course comprises both on-campus lectures and tutorials and online activities. In addition, there will be a combination of formative and summative assessments throughout the course. Coursework will be divided into major topic areas, each delivered by a different lecturer and complemented with relevant online activities and additional resources. Tutorials run adjacent to the lecture component, and provide a practical introduction to the empirical investigation of key questions in physiological psychology. There is no set textbook for this course; instead, a selection of key research articles will be assigned reading for each topic area.

Lectures: Lectures will be delivered on-campus and recorded for later revision. Students are expected to attend each of two 1-hr lectures per week. Each major topic will span 1-3 weeks and be delivered by a different lecturer. Accompanying lecture slides will be made available online, and lecturers will be available to answer questions relating to their content on the online forum.

Laboratory practicals (tutorials): The primary goal of the laboratory component of the course is to provide practical experience in various aspects of research in physiological psychology. These will be conducted as face-to-face practical sessions. Several of these tutorials will involve contact with laboratory rats - please contact your tutor as soon as possible if obligations of any kind prevent you from taking part in these activities. **Note: you will be required to complete an online quiz on animal ethics prior to participation in practical classes that involve animal handling.** Some weeks will have online tutorial exercises or Q and A sessions in place of on-campus lab practicals. Please refer to the course schedule for more detail on which weeks these will take place.

Readings: Each week there will be assigned readings that relate to lecture and tutorial content. These readings take the place of a textbook, and are assessable.

Online activities: For each major topic area there will be accompanying online activities to help students consolidate their understanding of key concepts. These include interactive modules, video recordings, annotated readings, and formative quizzes. Engagement with these activities does not contribute towards the final grade, but provides a valuable opportunity to gauge performance and enhance knowledge of course content. These resources will remain available

throughout the duration of the course to allow for revision.

Additional Course Information

Expectations of Students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

Students registered with Equitable Learning Services must contact the course convenor immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support and details of educational adjustments must be emailed to the course convenor as soon as they are made available.

It is expected that students take responsibility for noting requirements and deadlines for all assessments and exams, including coming prepared with a fully charged laptop if required for the final exam.

Psychology Student Guide: The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Equitable Learning Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Journal Article Response Assessment Format: Individual Short Extension: Yes (2 days)	10%	Due Date: Friday Week 3
Research Proposal Presentation and Poster Assessment Format: Individual Short Extension: Yes (2 days)	45%	Due Date: Weeks 5 (Part 1), 7 (Part 2), and 9 (Part 3)
Final Exam Assessment Format: Individual	45%	Due Date: Exam Period

Assessment Details

Journal Article Response

Assessment Overview

A published journal article will be presented in tutorials that describes an experiment in behavioural neuroscience of the sort that might form the basis for your research proposal and poster presentation. Your task will be to write a brief description of an aspect of the article's findings that you found interesting, and how one might follow-up on this finding with a further study (400-word maximum). You will have time to work on this during tutorials with the assistance of your tutor and peers. This assessment is to be submitted (via Turnitin) in Week 3. Marks and feedback will be returned via Turnitin within 10 working days of the due date.

Course Learning Outcomes

- CLO1 : Demonstrate an advanced level of knowledge and understanding of the theoretical perspectives, and empirical research relating to the physiological basis of learning and behavior.
- CLO2 : Apply an advanced level of understanding of research methods used in physiological psychology in order to conduct basic experiments and evaluate methodologies used in the field.
- CLO3 : Apply advanced critical thinking skills in order to evaluate processes and phenomena in physiological psychology from multiple theoretical perspectives and methodological approaches.
- CLO4 : Understand values and professional ethics in research.
- CLO5 : Communicate scientific material effectively in verbal and written formats.
- CLO6 : Apply principles of learning and physiological psychology to broader issues, including their role in understanding human mental disorders.

Assessment Length

400 words

Submission notes

Must be submitted as a word document or equivalent, no PDF

Assessment information

Marks will be strictly deducted for exceeding the word limit: 3% [of 10% available] for anything between 401 and 500 words, a further 3% [of the remaining 7% available] for 501-600 words, and all marks [10% of 10%] for >600 words – brevity is the key to the exercise. You will receive a late penalty of 5% of the total mark each day beyond the deadline in week 3. If you submit your response more than 5 days (i.e. 120 hours) after the deadline and do not have special consideration or an extension through an Enhanced Learning Plan, you will receive an automatic grade of 0 for this task.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Research Proposal Presentation and Poster

Assessment Overview

You are expected to conceive, design, and propose a research project in Behavioural Neuroscience. You will be required to systematically review the relevant literature in a topic area of your choice, identify an outstanding question of interest, and design an experiment that will address this question. This is a cumulative assessment comprising three parts. Part 1 is an extended abstract (approx. 500 words) in which you will outline your proposal (10%, due via Turnitin in Week 5). Part 2 is provision of anonymous feedback (approx. 150 words each) on the proposal abstracts of two fellow students (5%, due in Week 7). In your peer reviews you will be expected to write focused comments and grade the proposal using a rubric provided. You will be assessed on the quality of the feedback you provide. For Part 3 of the assessment, you will prepare and present a poster in the style of an academic conference presentation (30%). Based on the feedback that you receive from Parts 1 and 2, you will prepare your poster and then record an 8-10 minute video presentation. This will be submitted online in Week 9. Marks and written feedback will be returned within 10 days of the due date.

Course Learning Outcomes

- CLO1 : Demonstrate an advanced level of knowledge and understanding of the theoretical

perspectives, and empirical research relating to the physiological basis of learning and behavior.

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- CLO6 : Apply principles of learning and physiological psychology to broader issues, including their role in understanding human mental disorders.

Assessment Length

Part 1: 500-750 words; Part 2: 300 words; Part 3: 8-10 minutes

Assessment information

Completion of each part is a condition of completing the entire assessment. If you do not complete all of Parts 1, 2, and 3, then you will receive 0 for the whole assessment.

For all parts of the assessment, you will receive a late penalty of 5% of the total mark each day beyond the deadline. If you submit your response more than 5 days (i.e. 120 hours) after the deadline and do not have special consideration or an extension through an Enhanced Learning Plan, you will receive an automatic grade of 0 for this task.

Due to the need to return timely feedback to your peers, the maximum possible extension for Part 2: Peer Review (on grounds of special consideration or ELP) is ONE WEEK. If you have valid reasons for requiring a longer extension, you must contact the course convenor *before peer reviews are allocated* to arrange an alternative assessment.

Final Exam

Assessment Overview

The final examination will be held during the end of session examination period, and will assess material from lectures, tutorials, and all associated content (online exercises, readings, etc.). Duration of the exam will be 2 hours, and questions will be in multiple choice format. The number of questions per topic will be approximately proportional to the time dedicated to that topic in lectures and tutorials.

Course Learning Outcomes

- CLO1 : Demonstrate an advanced level of knowledge and understanding of the theoretical

perspectives, and empirical research relating to the physiological basis of learning and behavior.

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- CLO6 : Apply principles of learning and physiological psychology to broader issues, including their role in understanding human mental disorders.

Assessment Length

2 hours

Assessment information

To reduce the weighting of your final exam, you will have the opportunity to complete up to **4 optional online quizzes** over the duration of the course. These quizzes will assess content from the lectures, tutorials, and readings. The quizzes will be held in Weeks 2, 4, 7, and 9: they will open at 9am on the Friday, and close at 11:59pm on the Sunday. Each quiz will cover the latest content (i.e. that presented in the 2-3 weeks since the previous quiz).

Each quiz will be worth 2.5%, for a cumulative total of up to 10%. For every quiz you successfully complete, the weighting of your final exam will be reduced by 2.5%. For example, if you successfully complete 3 quizzes, you will get 7.5% towards your final grade from those quizzes, and the final exam will therefore be worth 37.5% instead of 45%. Each quiz will comprise 10 multiple choice questions. A score of 8 out of 10 (or higher) will earn you the 2.5%, and you are able to attempt each quiz twice. If you do not successfully score at least 8 out of 10 by the second attempt, you will not receive the bonus and the 2.5% will remain allocated to the final exam. That is, you will NOT be penalised for a failed attempt - it just means the final exam will be worth more.

Immediately after each attempt you will receive automated online feedback in the form of overall score and which questions you got correct. You will receive automated feedback on correct answers once each quiz is closed. Quizzes will remain accessible after closing for revision purposes.

As these quizzes are optional, there can be NO EXTENSIONS granted on grounds of special consideration or ELP. The purpose of these quizzes is to provide all students with the opportunity to receive feedback on their comprehension of key concepts as the course progresses, which

requires timely release of results. In order to accommodate the diverse needs of students, the quizzes will be open for three full days, and you have 2 chances to successfully complete it. In addition, no student will be penalised for failure to complete any of the quizzes, as you will still have the chance to gain those marks in the final exam.

General Assessment Information

Special Consideration: Students who experience circumstances outside of their control that prevent them from completing an assessment task by the assigned due date can apply for Special Consideration. Special Consideration applications should include a medical certificate or other documentation and be submitted within 3 days of the sitting/due date.

Important note: UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Once your application has been assessed, you will be contacted via your student email address and advised of the official outcome. If the special consideration application is approved, you may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure and Psychology Student Guide.

Supplementary examinations: will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy and Psychology Student Guide.

All course assessments have been designed and implemented in accordance with [UNSW Assessment Policy](#).

The APA (7th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly

adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately: [APA 7th edition](#).

Grading Basis

Standard

Requirements to pass course

Students must attain a final grade of at least 50/100 to pass this course.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 20 May - 26 May	Other	O-WEEK Familiarise yourself with course info and complete pre-course quiz for full Moodle access
Week 1 : 27 May - 2 June	Lecture	Complexity in Learned Associations - Dr Stephanie Roughley 2 x Live, in-person lectures
	Tutorial	ONLINE tutorial: Introductory video series
	Other	Weekly readings Review additional resources
Week 2 : 3 June - 9 June	Lecture	Complexity in Learned Associations - Dr Stephanie Roughley 2 x Live, in-person lectures
	Tutorial	IN-PERSON tutorial: Intro to the course; Development of a research question
	Other	Weekly readings Review additional resources
	Assessment	Optional Quiz 1: Due 11:59pm Sunday Work on Assessment 1
Week 3 : 10 June - 16 June	Lecture	Animal Models of Mental Disorders - Dr Kirsten Abbott ONLINE Lecture series (2 hrs total)
	Tutorial	IN-PERSON tutorial: Animal Ethics
	Other	Weekly readings Review additional resources Complete Animal Ethics Quiz: Due before W4 tutorial
	Assessment	Assessment 1: Journal Article Response Due 11:59pm Friday Work on Assessment 2: Extended Abstract
Week 4 : 17 June - 23 June	Lecture	Neurobiology of Addiction - A.Prof Kelly Clemens 2 x Live, in-person lectures
	Tutorial	IN-PERSON tutorial: Animal Practical 1
	Other	Weekly readings Review additional resources
	Assessment	Optional Quiz 2: Due 11:59pm Sunday Work on Assessment 2: Extended Abstract
Week 5 : 24 June - 30 June	Lecture	Neurobiology of Addiction - A.Prof Kelly Clemens 2 x Live, in-person lectures
	Tutorial	NO tutorial: Optional online Q&A session for Assessment 2
	Other	Weekly readings Review additional resources
	Assessment	Assessment 2 Part 1: Extended Abstract Due 11:59pm Friday
Week 6 : 1 July - 7 July	Other	FLEX WEEK
	Assessment	Work on Assessment 2: Poster Presentation
Week 7 : 8 July - 14 July	Lecture	Neural circuits of appetitive and aversive motivation - Prof Gavan McNally 2 x Live, in-person lectures
	Tutorial	IN-PERSON tutorial: Animal Practical 2
	Other	Weekly readings Review additional resources
	Assessment	Assessment 2 Part 2: Peer Review Due 11:59pm Sunday Optional Quiz 3: Due 11:59pm Sunday Work on Assessment 2: Poster Presentation
Week 8 : 15 July - 21 July	Lecture	Neural circuits of appetitive and aversive motivation - Prof Gavan McNally 2 x Live, in-person lectures
	Tutorial	IN-PERSON tutorial: Animal Practical 3
	Other	Weekly readings Review additional resources
	Assessment	Work on Assessment 2: Poster Presentation
Week 9 : 22 July - 28 July	Lecture	Neural circuits of appetitive and aversive motivation - Prof Gavan McNally 2 x Live, in-person lectures
	Tutorial	IN-PERSON tutorial: Mock Poster Session (bring Poster draft)
	Other	Weekly readings

		Review additional resources
	Assessment	Assessment 2 Part 3: Poster Presentation Due 11:59pm Friday Optional Quiz 4: Due 11:59pm Sunday
Week 10 : 29 July - 4 August	Lecture	Neurobiology of Addiction - A.Prof Kelly Clemens 2 x Live, in-person lectures
	Tutorial	NO tutorial this week
	Other	Weekly readings Review additional resources
	Assessment	Revise for final exam

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

Each week this course typically consists of 2 hours of lecture material, 1-2 hours of tutorial practicals, and 1-2 hours of online activities. Students are expected to take an additional 7 hours each week of self-determined study to complete assessments, readings, and exam preparation.

Course Resources

Prescribed Resources

There is no prescribed textbook for this course. There are assigned journal article readings relating to each set of lectures and tutorials that will be made available on Moodle.

Recommended Resources

[UNSW Library](#)

[Academic skills](#)

[ELISE](#)

[Turnitin](#)

[Student Code of Conduct](#)

[Academic integrity and plagiarism](#)

[Email policy](#)

Course Evaluation and Development

At the end of term students are strongly encouraged to complete the myExperience survey to provide feedback on the course and teaching. This feedback is used to improve the learning experience of future students.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Stephanie Roughley		Mathews 915		By appointment	Yes	Yes
Lecturer	Kirsten Abbott				By appointment	No	No
	Gavan McNally		Mathews 512		By appointment	No	No
	Kelly Clemens		Mathews 909		By appointment	No	No
Head tutor	Cassie Ma				By appointment	No	No
Tutor	Sophie Welch				By appointment	No	No
	Alexandra Gregory				By appointment	No	No

Other Useful Information

Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

Academic Honesty and Plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage. At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity, plagiarism and the use of AI in assessments can be located at:

- The [Current Students site](#),
- The [ELISE training site](#), and
- The [Use of AI for assessments](#) site.

The Student Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>

Submission of Assessment Tasks

Penalty for Late Submissions

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Any variations to the above will be explicitly stated in the Course Outline for a given course or assessment task.

Students are expected to manage their time to meet deadlines and to request extensions as

early as possible before the deadline.

Special Consideration

If circumstances prevent you from attending/completing an assessment task, you must officially apply for special consideration, usually within 3 days of the sitting date/due date. You can apply by logging onto myUNSW and following the link in the My Student Profile Tab. Medical documentation or other documentation explaining your absence must be submitted with your application. Once your application has been assessed, you will be contacted via your student email address to be advised of the official outcome and any actions that need to be taken from there. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>

Important note: UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Faculty-specific Information

Additional support for students

- [The Current Students Gateway](#)
- [Student Support](#)
- [Academic Skills and Support](#)
- [Student Wellbeing, Health and Safety](#)
- [Equitable Learning Services](#)
- [UNSW IT Service Centre](#)
- Science EDI Student Initiatives, [Offerings](#) and [Guidelines](#)