Faculty of Science
School of Psychology

PSYC1031
Psychological Science of Resilience

Semester 2, 2014

1. Information about the Course

FACULTY	Science
SCHOOL OR DEPARTMENT	Psychology
COURSE CODE	PSYC1031
COURSE NAME	Psychological Science of Resilience

SEMESTER	Semester 2	**YEAR**	2014
UNITS OF CREDIT	6	**LEVEL OF COURSE**	1

ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	PSYC1001
SUMMARY OF THE COURSE	This course has flipped classroom (**FC**) delivery, where instead of attending two lectures, you are expected to undertake a minimum of 2 hrs work prior to each practical, where very experienced lecturer/tutors will engage interactively with you and the material. This course offers an introduction to the scientific research, theory and application concerning "resilience" as a key factor in life and learning success and wellbeing.

2. Staff Contact Details

Questions about any aspect of the administration of the course should be directed to the course coordinators, preferably by email.

COURSE COORDINATORS AND LECTURER-TUTORS

Name	Phone	Email	Office	Contact & Availability
Dr. Sue Morris	9385-3527	s.morris@unsw.edu.au	Mat911	Email for availabilities
A/Prof. Jacquelyn Cranney	9385-3527	j.cranney@unsw.edu.au	Mat911	Email for availabilities

3. Course Timetable

Component	Instructor	Day	Time	Location
Practical **FC**	Sue Morris	Wednesday	9-11am	Mat123
Practical **FC**	Sue Morris	Wednesday	11am-1pm	Mat310

NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the School of Psychology Website or Moodle course site.

4. Aims of the Course

The content of this course is structured around the graduate attributes associated with the scientist-practitioner model, which is the basis for the training of psychologists in Australia and internationally. The rationale for this course is that resilience skills constitute a type of graduate capability, which should not only help you survive the stressors of university life, but help you thrive in all aspects of your personal and professional lives at university and beyond. This course is designed to enhance your *psychological literacy* (**www.psychologicalliteracy.com**), in particular, the capacity to utilise your psychological knowledge, skills and attitudes about resilience in a constructive manner. In this way, you should be able to use these skills not only to help yourselves but also to respond to others, thus creating a "resilience ripple effect", and helping to "give psychology away" to society at large.

School of Psychology Graduate Attributes[*] Level of Focus: 0 = No focus; 1 = Minimal; 2 = Moderate; 3 = Major The integrated acquisition of the graduate attributes, as partly indicated through assessment of the learning outcomes, comprises "psychological literacy".	Learning and Teaching Activities (and Assessments)
Graduate Attribute 1: Discipline knowledge and its application Demonstrates a broad and coherent body of knowledge of psychology, with depth in the underlying principles and concepts, and an appreciation of the value of applying this knowledge as the basis for life-long learning. *A1.1 Demonstrates an understanding of the history and philosophy of science and psychology = 0.5* *A1.2 Demonstrates understanding of the major concepts, theoretical perspectives, research methods, empirical findings, and historical trends in the core topics of psychology, including:* *c) intercultural diversity = 0.5* *g) motivation and emotion = 0.5* *k) psychological health and well-being = 2* A1.3 Demonstrates the capacity to apply disciplinary knowledge to explaining, predicting, and managing human behaviour = *2*	All: Readings and some of the material in the practicals (Practical work assessments; Final exam); Personal Development Assignment (Report)
Graduate Attribute 2: Research methods in psychology Understands the principles of scientific method and is able to apply and evaluate basic research methods in psychology. *A2.1 Demonstrates the capacity to design, conduct, interpret and communicate research that addresses psychological questions across a variety of domains, including being capable of: = 1 a) framing research questions; b) undertaking literature searches; c) critically analysing theoretical and empirical studies; d) formulating testable hypotheses; e) operationalising variables; f) choosing an appropriate methodology for the questions framed; g) designing appropriate data collection instruments including questionnaires and surveys as needed; h) making valid and reliable measurements; i) appropriately analysing data and interpreting results; j) deriving theoretical and practical implications; k) acknowledging limitations; l) suggesting future research; m) communicating this research in professional formats* *A2.2 Demonstrates knowledge and understanding of research ethics.= 1* *A2.3 Describes the key principles underpinning the design, implementation and evaluation of programs of behaviour change. = 1.5*	All: Readings and some of the material/activities in the practicals (Practical work assessments; Final exam); Self-development assignment (report) and Group assignment (presentation)
Graduate Attribute 3: Critical and creative thinking skills in psychology Demonstrates the capacity to utilise logic, evidence, and psychological science to evaluate claims about, and solve problems regarding, human behaviour. *A3.1 Recognises the major formal and informal fallacies of human reasoning. = 1* *A3.2 Uses logic and evidence to critically evaluate and to develop arguments. = 1* *A3.3 Critically evaluates theoretical and methodological approaches in psychology. = 1* *A3.4 Demonstrates a rigorous and objective attitude in thinking and learning about human behaviour.= 1.5* *A3.5 Demonstrates creative and pragmatic problem solving = 1.5*	All: Readings and some of the material/activities in the practicals (All major assessments to some extent, but especially the self-development report and group assignment).
Graduate Attribute 4: Values and ethics in psychology Demonstrates appropriate professional values. *A4.1 Demonstrates awareness of diversity in individuals. = 1* *A4.2 Recognises how prejudicial attitudes and behaviours that exist in oneself and in others may lead to discrimination and inequity. = 0.5* *A4.3 Recognises ethical and moral influences that impact on individuals in a globalized society. = 0.5*	Some readings and some of the material/activities in the practicals (Reflections, Report, Group assignment).

A4.4 Demonstrates knowledge, understanding and application of the code of ethics currently adopted by the PsyBA and the values identified in applicable institutional codes regarding student behaviour (e.g., intellectual integrity).= 1	
Graduate Attribute 5: Communication and interpersonal skills in psychology Demonstrates pre-professional level communication skills. *A5.1 Writes effectively in a variety of formats and for a variety of purposes (i.e., standard research reports and research proposals); observes ethics of written communication.= 1* *A5.2 Listens and speaks effectively including:* *(i) AQF Level 7 Programs: demonstrating effective oral presentation and basic interviewing skills, and the ability to use flexible techniques to communicate sensitively with diverse ethnic and cultural backgrounds; = 0.5* *A5.3 Demonstrates interpersonal skills for communicating between individuals including:* *(i) AQF Level 7 Programs: collaborates effectively in groups to complete projects. = 1.5*	Group work, oral and written communication tasks (Report, Group Presentation and Peer rating).
Graduate Attribute 6: Learning and the application of psychology Understands and applies psychological principles to personal, social, organisational, technological and global issues. *A6.1 Understands the links between basic psychological theories and their application (e.g., capacity to explain psychological phenomena using the concepts, language, findings and major theories of the discipline). = 1* *A6.2 Selects psychological principles that can be applied meaningfully in personal and professional contexts (with reference to ethics, privacy, human rights) and evaluates how well this is done (i.e., outcome evaluation). = 1.5* *A6.3 Demonstrates a responsibility and capacity for lifelong independent learning to sustain personal and professional development in the changing world of the science and practice of psychology. = 1.5*	Most learning and teaching activities (most assessments).

5. Rationale for the Inclusion of Content and Teaching Approach

The integrated acquisition of the graduate attributes, as partly indicated through assessment of the learning outcomes, comprises "psychological literacy". This is a beginning to that journey, with an emphasis on learning and applying psychological principles to "self-management" knowledge, skills and attitudes (KSAs) that should be useful in your university studies and beyond.

6. Teaching Strategies

This course introduces you to the psychological science of resilience and related concepts such as student success and psychological well-being. This course involves flipped classroom (**FC**) delivery, where instead of attending two lectures, you are expected to undertake a minimum of 2 hrs work prior to each practical, where very experienced lecturer-tutors will engage interactively with you and the material.

Pre-Practical Activities and Practical Classes

Please see the Schedule below for more details. ***In lieu of lectures, you are expected to undertake a minimum of 2 hours of preparatory work every week in advance of your scheduled practical***. You will find it difficult to engage successfully in the practical activities if you have not completed the preparatory work.

Practical Participation: Practicals are an essential and compulsory part of this course, and will involve interactive activities that build on the preparatory material, and assist in the development of learning outcomes. To benefit from and to contribute to practicals, preparation and completion of all preparatory work is required. Material relevant to the assignments will be presented and discussed in practicals. Your attention is also drawn to the following:

Your practical session time: You must attend the practical session to which you have been allocated. It will not be possible to switch or change practical classes once allocations are finalised.

Practical session attendance. Attendance will be recorded at the beginning of every practical. Late-comers may be asked to leave, and all absences will be recorded.

Missing practicals. Inadequate attendance (less than 100% of all practicals) may result in failure to pass the course (whether or not you have medical certificates or other documentation). If you are unable to attend practicals because of sickness or other circumstances outside your control, this may be grounds for special consideration to drop the course without failure. Please contact A/Prof Cranney as soon as possible if this is the case.

For every 6-credit-unit course, you are expected to spend an average of **10 hrs per week on that course**—this includes class-time, pre- and post-practical activities, outside class-time group work, data-gathering exercises, and the normal study time necessary to adequately complete assignments and examination study. ***Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation, group work, or assessments.*** Remember, the semester times are quite short (final examinations will be upon you before you know it), so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

7. Practical Guide and Assessments

Week	Practicals Wed 9-11 (MAT 123), Wed 11-1 (MAT310)	Assessment Tasks (other than Pre-Practical Activities – see Moodle)
1	30/7 **Introduction**	
2	6/8 **Resilience, stressors and strategies**	
3	13/8 **Concepts, Measurement and Psychological Science**	Hand out Group Assignment (due Week 12)
4	20/8 **Positive psychology**	Journal 1 due Sunday 24/8 at 11pm
5	27/8 **Self-knowledge, Strengths, Goals and Motivation**	Hand out Self-Development Assignment (due Week 10) Pre-practical submission Total 1
6	3/9 **Academic Competencies**	GROW model due
7	10/9 **Connectedness and interpersonal skills**	
8	17/9 **Emotional Regulation (CBT, ACT, Mindfulness)**	Journal 2 due Sunday 21/9 at 11pm
9	24/9 Group work: No class	
Mid semester break		
10	8/10 **Mental health strategies and help-giving**	Self-Development Assignment due
11	15/10 Group work: No class	
12	22/10 **Group Presentations**	Group Assignment Due Journal 3 due Sunday 26/10 at 11pm Pre-practical Submission Total 2
Exam Period		FINAL EXAM

Additional Assessment Information

Instead of lectures, this course requires your ***active preparation prior to your practical class***. This requirement comprises a significant proportion of your assessment weighting. The course is also designed so that it is not overly reliant on your performance in a final exam, but enables you to spread your workload throughout the semester, across both individual and group assessment tasks.

All assessment components must be completed in order to satisfy the requirements of this course. There are THREE categories of assessment in this course, as outlined below.

Assessment category		% marks	Week due
1. Practical Work	TOTAL:	45	
Practical assessments		20	
Journals		10	4, 8, 12
Self-Development Assignment		15	10
2. Group Assignment	TOTAL:	20	
Group Presentation		15	12
Peer review		5	12
3. Formal Examinations	TOTAL:	35	
- Final exam			_Exam period_
		TOTAL 100	

Please see GA/SLO table regarding which Assessment items assess which GA/SLO.
NB Bonus marks will be offered at the discretion of the Course Co-ordinators, making it possible in theory to achieve a score in excess of 100%.

Assessment details:

Practical Work (45%)
Instead of formal lectures, there are a number of tasks associated with the practical classes that you will need to complete in advance of, or during tutorial classes.

1) Pre-practical Activities **(20%)** – for most practicals, there will be a compulsory article to read prior to the practical class each week. Your understanding of that reading will usually be assessed by a pre-practical Moodle submission as well as by in-class discussions. You will also be asked to complete a number of short activities, which will need to submitted on Moodle. These might include completing tasks on a website (eg, The Desk), collecting data (e.g., from yourself), or finding an online resource. Completion of these tasks will be marked each week, with a total calculated in Weeks 5 and 12, each worth 10%. Failure to submit 80% or more of the tasks by each deadline (Week 5 and 12) will result in a mark of 0.

2) Journals **(10%)**
The written journal submissions are designed to help you reflect upon what you have learned in the practicals and assessment tasks. The emphasis is on application and integration, and requires you to take a metacognitive approach to your learning.
Journals should be submitted via Moodle, by 11pm on Sunday night of weeks 4, 8 & 12. Please keep a copy of your response in case there is an issue with your submission.
In Week 4 (referring to Weeks 1-4) and Week 8 (referring to Weeks 5-8) you should write 50-150 words in response to the following question:
Consider ONE PSYC1031 activity that you have completed within or outside of practical classes during the last four weeks. Describe the impact that this has had on the development of the graduate attributes stated above, your sense of wellbeing, and/or the manner in which it may have enhanced

your success at university. Explain how you intend to continue this strategy or broaden its impact on an ongoing basis.

In Week 12, you will write no more than 500 words in response to a series of questions that you will be given by Week 11. This is an opportunity for you to reflect on the course, and how your thinking and behaviour may have changed as a result of this course.

3) Self-Development Assessment (15%)

Over 4 weeks, you will be asked to plan goals and strategies to develop one area of competence. You will need to track your progress in achieving these goals, as well as to reflect on the impact that your approach is having. This task will require weekly online submissions, as well as a final written submission in Week 10.

Group Assignment (15%+5% peer rating)

The group presentation in Week 12 will be based on the design of 2 products to enhance the success of first-year students in their transition to UNSW. The emphasis of these products is on encouraging students to seek help, either self-directed, or assisted by others.

Formal examinations (35%)
Final exam:

The final exam will be held in the final examination period, and will be two hours in duration. A more detailed guide to content will be provided towards the end of the session. All assigned practical readings are examinable in the final examination.

To apply for **special consideration** concerning late submission of assignments, you must contact the course coordinators *as soon as possible, preferably before the due date.*

8. Expected Resources for Students

TEXTBOOKS	No required textbook, although some sections of the first-year psychology text by Burton et al. will be prescribed.
REQUIRED READINGS	Required readings will be made available on Moodle. The readings will include classic and cutting-edge articles and chapters in the areas of positive psychology, resilience, and experimental clinical psychology.
RECOMMENDED READINGS	▪ Burton, L., Westen, D. & Kowalski, R. (2012). Psychology, 3rd Australian and New Zealand Edition, John Wiley & Sons, Milton, QLD. ▪ Cranney, J., & Morris, S. (2011). Adaptive cognition and psychological literacy. In J. Cranney and D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp. 251-268). New York: Oxford University Press. ▪ Dweck, C. S. (2012). Mindset: How You Can Fulfil Your Potential. Constable & Robinson Limited. ▪ Edelman, S. (2013). Change your thinking. 3rd ed. Harper Collins, Sydney ▪ Harris, R. (2007). The Happiness Trap. Exsile Publishing, Wollombi, NSW. ▪ Stanovich, K. (2010). How to think straight about psychology. 10th Edition. Pearson Education Inc.
RECOMMENDED INTERNET SITES	https://moodle.telt.unsw.edu.au/login/index.ph (course website) www.psychologicalliteracy.com

There is no specific textbook for this course; most required readings will be provided on Moodle. To prepare you for the psychological science in this course, it is suggested that you (a) revise the research methods chapter of Burton (your first-year psychology textbook), and (b) read Stanovich's "Thinking Straight About Psychology". Importantly, it is assumed that you will bring a scientific attitude to thinking and learning about the material in this course.

9. Course Evaluation & Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. As this is the second year this course has been run, we are <u>very</u> interested in your feedback. We will periodically gather student evaluative feedback on the course and continual improvements are made to the course based in part on such feedback. The forms of feedback include UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process, focus groups and custom made feedback forms. Student feedback is taken seriously and changes to the course are made in accordance with it, particularly in the case of a new course. For example, this year we have streamlined and clarified pre-practical activities, with all submissions being done via Moodle. We welcome any constructive feedback that you may have throughout the course, and we thank you for your participation in this process.

10. Plagiarism & Academic Integrity

What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Where can I find out more information?

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**
  The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: www.lc.unsw.edu.au/plagiarism. They also hold workshops and can help students one-on-one.

- **How can Elise help me?**
  ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: http://elise.library.unsw.edu.au.

- **What is Turnitin?**
  Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: http://telt.unsw.edu.au/turnitin.

What if plagiarism is found in my work?

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here: www.unsw.edu.au/studentmisconductprocedures.pdf

Examples of plagiarism

Using the internet appropriately

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

Working together on a math assignment

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this lead to some student failing the assessment.

No referencing in an assessment

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

Copying design work

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

Further information and assistance

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

UNSW Learning Centre
Lower Ground Floor, North Wing, Chancellery Building
(C22 Kensington Campus – near Student Central)
www.lc.unsw.edu.au
Phone: 9385 2060
Email: learningcentre@unsw.edu.au

Opening Hours:
Monday to Thursday: 9am - 5pm and
Friday: 9am - 2.30pm

COFA Campus Learning Centre
Email: cofalearningcentre@unsw.edu.au
Phone: 9385 0739

11. Administrative Matters

The *School of Psychology Student Guide*, is available at
http://www.psy.unsw.edu.au/sites/all/files/quicklink_file_attachment/Psychology_Student_Guide_2014.pdf . This contains
School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements (although in this course, there is a 100% practical attendance requirement);
- Assignment submissions and returns (note that "Turnitin" may be a necessary procedure for some assignments, and that 2% of the marks will be deducted for each day an assignment is overdue);
- Assessments;
- Special consideration in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit and other support services such as the Learning Centre; and
- Occupational Health & Safety.
- Although UNSW is slowly moving toward standards-based assessment, the School of Psychology currently reserves the right to scale final marks for a course if necessary. This process is intended to maintain consistency in assessment, and to remove any potential effects of differences in marking standards across courses.

Students should familiarise themselves with the information contained in this *Guide*.

Please note: Students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator as soon as possible, and/or with an Educational Liason Co-ordinator in the Student Equity and Disabilities Unit (9385-4734; seadu@unsw.edu.au ; www.studentequity.unsw.edu.au). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.