



# Course Outline

PSYC1062

Psychological Science of Wellbeing

School of Psychology

Faculty of Science

T1, 2019

26/07/18

## 1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	A/P Jacquelyn Cranney	<a href="mailto:j.cranney@unsw.edu.au">j.cranney@unsw.edu.au</a>	By appointment Mathews 911	9385 3527
Course Convenor	Dr Sue Morris	s.morris@unsw.edu.au	By appointment Mathews 911	9385 3527
Lecturer				
Tutor				

## 2. Course information

Units of credit:	6
Pre-requisite(s):	None
Teaching times and locations:	<a href="#">PSYC1062 Timetable</a>

### 2.1 Course summary

The subject matter of this course covers theories and research regarding the science of self-optimisation (e.g. time management, study skills, emotional regulation), and provides students with opportunities to improve self-management capacity that could help them survive, and thrive, in university and beyond. Self-management is the capacity to work effectively toward meaning goals, and to be flexible in the face of setbacks. The course is open to all students as a general education offering, and its online delivery mode will allow for some time/place flexibility while learning.

### 2.2 Course aims

This course will introduce you to evidence-based strategies for self-management capacity. Self-management is the capacity to work effectively toward meaningful goals, and to be flexible in the face of setbacks. The rationale for this course is that self-management skills constitute a type of graduate capability that, in theory, should help you survive the stressors of university life, but also help you to thrive (i.e., do well) in many aspects of your personal and professional life at university and beyond. Specifically, we aim to introduce you to the theories and research relevant to topics such as stress, well-being, motivation, emotional regulation, common barriers to achieving, metacognitive strategies, study strategies, and working/living with others. The topic will emphasise real-life applications of psychology, such as the capacity to self-reflect (e.g., understand when new material has or has not been sufficiently learned) and strategies to minimise dysfunctional stress. You will be given many opportunities to acquire skills related to these topics, and this should help you to acquire the

knowledge necessary for the assessments. Although the course draws on principles of psychological science, you do not need any formal knowledge of science or scientific terms.

The general **aims** of this course include:

1. To demonstrate how psychology can inform our understanding of self-management, resilience and achievement in university and beyond.
2. To introduce students to strategies and tools that promote self-management and achievement.
3. To give students opportunities to practice applying these strategies and tools in a range of contexts.
4. To enable students to become aware of some of the links between self-management, achievement, and wellbeing.
5. To provide students with opportunities to enhance their understanding of their own styles of thinking related to coping and success.

This course is particularly relevant to the following APAC Standards (introductory level), which are expressed as learning outcomes in APAC 2.3:

4.5 Student Experience: Students are informed of the availability of personal and professional support services, and are *equipped with skills to adequately maintain their own well-being*.

3.2: Program Learning Outcomes, in particular:

1.1.iii: psychological health and well-being

1.2 Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.

1.3 Analyse and critique theory and research in the discipline of psychology and communicate these in written... formats.

1.6 Demonstrate self-directed pursuit of scholarly inquiry in psychology.

## 2.3 Course learning outcomes (CLO)

At the successful completion of this course you (the student) should be able to (in relation to APAC 2019 standards):

Learning Outcomes (and detail)	
By the end of this course you will be able to, at least at an <b>introductory level</b> :	
1. Demonstrate that you have had the opportunity to acquire skills to adequately maintain your wellbeing (APAC 4.5)	Minimal (passing grade) engagement with the course.
2. Demonstrate your knowledge comprehension and application regarding psychological health and wellbeing (APAC 3.2.1.1.iii)	Minimal (passing grade) in assessments, particularly exams, covering knowledge and application of: self-management, health and wellbeing; self-knowledge; motivation; emotional regulation; academic competencies and metacognition; positive psychology; connectedness & communication
3. Apply knowledge and skills of psychology in a manner that is reflexive (APAC 3.2.1.2)	In particular, demonstrate minimal (passing grade) expressed self-knowledge in relation to the topic areas above, and display: a willingness to critically examine assumptions underlying one's own and others' beliefs and reports regarding human behaviour; willingness to consider multiple perspectives regarding human behaviour; a willingness to interact respectfully with course staff and other students.
4. Analyse and critique theory and research in the discipline of psychology and communicate these	In particular, in relation to the topic areas under #2.

in written format. (APAC 3.2.1.3)	
5. Demonstrate self-directed pursuit of scholarly inquiry in psychology. (APAC 3.2.1.6)	Complete all assessments in a timely manner, and with adequate quality to at least acquire a passing grade.

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## 2.4 Relationship between course & program learning outcomes, activities and assessments

CLO	Program Learning Outcomes						Assessment
	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	
1.	Online Modules [all assessments]						All assessments
2.	Online Modules [all assessments]						All assessments
3.			Online Modules [all assessments]	Online Modules [all assessments]		Online Modules [all assessments]	All assessments
4.			Online Modules [all assessments]		Online Modules [all assessments]		All assessments
5.				Online Modules [all assessments]		Online Modules [all assessments]	All assessments

Knowledge - Aligns with UNSW Graduate Capability of Scholarship

Research Methodology – Aligns with UNSW Graduate Capability of Scholarship

Critical thinking skills - Aligns with UNSW Graduate Capability of Scholarship

Values and Ethics - Aligns with UNSW Graduate Capability of Professionalism

Communication, Interpersonal & Teamwork Skills - Aligns with UNSW Graduate Capabilities of Professionalism, Leadership, Global Citizenship

Application - Aligns with UNSW Graduate Capabilities of Self-management, Professionalism, and Scholarship.

## 3. Strategies and approaches to learning

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### 3.1 Learning and teaching activities

Eight Modules to be delivered through Moodle in Weeks 1, 2, 3, 4, 6, 7, 8, 9. Each module will include self-reflection, resources, activities, and implementation tasks. The tasks will include reading materials, watching videos, completing worksheets, and writing forum posts. Students will need to complete these tasks by 10pm of the Sunday of the week of the second Module in the pair, to gain up to 10% per consecutive pair of Modules. Because it is imperative that students engage as they work through the Modules, they will need to complete a certain hurdle number of these tasks in a timely manner, otherwise they will receive 0% for each pair of Modules. Online posts (including peer-review of others' posts) will be a key component of these tasks, to encourage interaction with other students. As a formative process, course staff may monitor Week 1 and 2 Module practical tasks and give feedback to individual students if they are not meeting the expectations in terms of those tasks. The course staff will also schedule online consultation sessions.

### 3.2 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.

It is expected that students have read through the School of Psychology Student Guide.

Moodle contains content topic materials, assessment materials, and any updated information. You are expected to check Moodle regularly. You are also expected to regularly check your UNSW email.

**NOTE: THIS COURSE REQUIRES SIGNIFICANT WEEKLY ASSESSABLE ENGAGEMENT THROUGH MOODLE.** This course is currently conceived to require on **average per week** (in the 10-week 3-course term) a minimum of 12 hrs: (a) 7 hours of engagement with the module and associated tasks; (b) 4 hours of engagement with assignment preparation and exam revision; (c) 1 hour of communication with course staff and fellow students.

***Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation, group work, or assessments.*** Remember, the term times are very 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.

The final exam for this course will take place on campus during the UNSW examinations period. Students should not arrange travel during the UNSW exam period until the date of the final exam has been released. Students who arrange travel prior to the release of the final exam date will not be granted consideration in the event they are scheduled to be out of country when the final exam is to occur. This is especially important for study abroad students – do not arrange travel home until the final exam date has been released. You also need to be aware of the timing for supplementary examinations (see School of Psychology Student Guide). Only one date will be set for the supplementary examination, and again, prior travel arrangements will not be accepted as an excuse not to sit that examination. Moreover, there is a time-limit on late submission of the assignment: exactly two weeks after the due date.

Students registered with Disability Services must contact the course co-ordinator 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 must be emailed to the course coordinator as soon as they are made available.

## 4. Course schedule and structure

Each week this course typically consists (a) 7 hours of engagement with the module and associated tasks; (b) 4 hours of engagement with assignment preparation and exam revision; (c) 1 hour of communication with course staff and fellow students.

Week	Module	Online modules	Self-determined activities	Assessment Task
Week 1	Introduction to key concepts, theories and research	Curated material with integrated module practical tasks	Online module; assessment work	
Week 2	Cognitive fallacies and critical thinking	Curated material with integrated module practical tasks	Online module; assessment work	Weeks 1 & 2 Module deadline at 10pm on Sunday of Week 2.
Week 3	Self-knowledge and motivation	Curated material with integrated module practical tasks	Online module; assessment work	
Week 4	Academic skills and metacognition	Curated material with integrated module practical tasks	Online module; assessment work	Weeks 3 & 4 Module deadline at 10pm on Sunday of Week 4.
Week 5	Major assessment due		Study for Mid-semester examination	Mid-semester examination.
Week 6	Emotional regulation	Curated material with integrated module practical tasks	Online module; assessment work	
Week 7	Positive psychology	Curated material with integrated module practical tasks	Online module; assessment work	Weeks 6 & 7 Module deadline at 10pm on Sunday of Week 7.
Week 8	Connectedness & Communication	Curated material with integrated module practical tasks	Online module; assessment work	
Week 9	Consolidation & Moving Forward	Curated material with integrated module practical tasks	Online module; assessment work	Weeks 8 & 9 Module deadline at 10pm on Sunday of Week 9.
Week 10	Major assessment due (Assignment)	Resources available on Moodle.	Work on Assignment due.	Assignment due.
Study period	NA		Study for final examination	
Exam period	NA		Study for final examination	

## 5. Assessment

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### 5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
<b>Assessment 1:</b> Module Practical Tasks	Approx. 2,000 words. TBC.	40%	TBD	Weeks 2, 4, 7, 9
<b>Assessment 2:</b> Mid-semester exam	Approx. 15 min. TBC.	10%	TBD	Week 5
<b>Assessment 3:</b> Assignment	Approx. 1000 words. TBC.	20%	TBD	Week 10
<b>Assessment 4:</b> Final exam	Approximately 45 min. TBC.	30%	TBD	Exam period

#### MODULE PRACTICAL TASKS (40%)

Each module will involve 3 different sections: 1) Self Reflection, 2) Resources and activities, and 3) Evaluation of module learning. You will be asked to complete several practical tasks in each Module. The tasks may include (but are not limited to) reading materials, watching videos, completing worksheets, writing forum posts, writing reflections, completing a knowledge quiz. **There are 3 possible scores for each consecutive pair (Weeks 1&2, 3&4, 6&7, 8&9) of Modules:**

- 10%:** You must complete all tasks to receive this score.
- 5%:** You will receive this score if you do not satisfactorily complete 1 – 3 tasks.
- 0%:** You will receive this score if you miss 4 or more tasks.

Therefore, if you complete *all* of the tasks using reasonable effort (see the 'fair-go' policy below) then you are guaranteed a minimum score of 40% in this course. The deadline for each consecutive pair of Modules will be 10pm on Sunday of the second module in the pair. Note that there are **no extensions for these deadlines.**

**IMPORTANT:** Please note the following three important points.

1. When you go into a Module you will see there are several tasks you need to complete, which we know can look a bit overwhelming. However, please keep in mind that several of these tasks simply require you to click on a link to read some text or to watch a video. Thus, these tasks will be marked as complete just by you interacting with the material (e.g., when you click on a link to watch a video that task will be marked as complete).

2. Although the participation and practical work is not formally graded, there is a **'fair-go' policy**. According to this fair-go policy, you must put reasonable effort into completing these tasks. If you do not put reasonable effort into a task then we will mark that task as incomplete. Examples of violating the fair-go policy include: (a) not following the task instructions (e.g., you were asked to discuss "X" but you discussed something else, you were asked to write in sentences but you used dot points, etc.), (b) not meeting the minimum required for the task (e.g., you were asked to write a minimum of 75 words but you only write 60), and (c) not putting in suitable effort (e.g., you were asked how you would explain a certain strategy to a friend so that s/he could use it and your explanation is only a 4-word sentence). Thus, the fair-go policy is not about always being right and perfect, but rather about following instructions and demonstrating reasonable effort when completing these tasks.

3. **There are no extensions for Module Practical Tasks.** The Modules open well in advance of the deadlines so please plan accordingly and do not leave completing the tasks until the last minute.

### ***Moving through the Modules***

As mentioned previously, each module has sections on 1) Self Reflection, 2) Resources and activities, and 3) Evaluation of module learning. Each module also has an additional section called Further Resources. The Further Resources section contains materials that students may be interested in exploring to further their understanding, however students are not required to engage with the materials in this section.

Although one goal of this course is to help you with your "surviving" and "thriving" here at university, we also expect the tools and strategies you learn to be useful in your personal and professional life. Thus, as you are moving through the modules it is also important to think about how you may be able to use what you are learning in other situations. Relatedly, sometimes you may find a particular task or module is currently not highly relevant to your life; for example, you may not feel you are currently experiencing much stress and so you may be unsure how to complete a task that asks you about stress. In these cases it is important to put yourself in someone else's shoes (e.g., we likely all know people who are stressed), and/or think about past situations that are relevant to what you are being asked to do (e.g., we have all likely been stressed at some point; how did you feel/cope/etc. when that happened?).

In general, the Modules are designed for students to work through the sections in the order they appear. There are some important aspects of how the modules work that you need to be aware of:

- When you first start a Module you will only have access to the Self Reflection section. To unlock the other sections of a module you must complete the Self Reflection section.
- The Modules are set so that they need to be completed in order. Thus, Moodle will not allow you to move on to the next Module until you have completed the last section (i.e., the Test your Module Learning section) of the previous Module.

It is important to keep in mind that the Module schedule provided only tells you when modules become available. That is, once a Module becomes available you cannot access it unless you have completed the previous Module. Thus, you want to make sure that you work through each Module in a timely manner.

### **MID-SEMESTER EXAM (10%)**

An online mid-semester examination will be held in Week 5 (see above schedule). Further information will be provided no later than Week 2.

### **ASSIGNMENT (20%)**

Details of the assignment will be released no later than Week 2. It will involve application of knowledge from the Modules. The deadline for submission will be 4pm, Friday of Week 10.

### **FINAL EXAM (30%)**

An on-campus final examination will be held during the examination period.

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

## 5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

## 5.3 Submission of assessment tasks

**Written assessments:** In accordance with UNSW Assessment Policy written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

**Late penalties:** deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)).

**Special Consideration:** Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Special consideration applications must be submitted to Student Central within 3 working days of the assessment due date along with a physical copy of the supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration (see - <https://student.unsw.edu.au/special-consideration>). In the case of take-home assessment tasks, misadventure must occur for at least 3 consecutive days during the assessment period. If approved, students may be given an extended due date to complete take-home assessments, or an alternative assessment may be set.

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

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

## 5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Mid-semester exam	Week 7	Coordinator	Moodle	Moodle Gradebook; Group summary FB
Module practical tasks (1&2; 3&4; 6&7; 8&9)	Week 4; Week 6; Week 9; Week 11	Tutor	Moodle	Moodle Gradebook; Group summary FB
Assignment	Week 12	Tutor	Moodle	Turnitin; Group summary FB
Final exam	N/A	N/A	N/A	N/A

### FEEDBACK

Similar to other courses, you will receive feedback on your performance. However, given the nature of this online course and the tasks you will be completing, you may not be familiar with all the forms of feedback that you will receive. Specifically, the main types of feedback that you can expect as you move through the topic include:

1. **Forum feedback:** At least once or twice in each module you will be asked to post to your discussion forum. A key benefit of using discussion forums is that you can read what several of your classmates think about an issue/question/etc. that you have been asked to consider. It is important to make sure you read through each discussion forum – both right after you post and as the topic continues to progress – because this is a great form of feedback that not only lets you know if you were on the right track, but also gives you multiple perspectives (i.e., from your discussion group members). You will also be asked to provide peer feedback at least once on each discussion forum, so that is a second way to receive some feedback for this type of task.

2. **Assignment feedback:** Similar to typical in-class courses, you will also receive feedback from the course staff for the marking of the assignment. This will be delivered through Turnitin.

3. **Fair-go violation formative feedback:** We expect students to engage in self-monitoring when it comes to meeting the fair-go policy. For example, students should ensure that they are providing minimum word limits for their forum discussions, completing tasks as instructed, et cetera. However, we know students may need a bit of help 'calibrating' what is required to meet fair-go at the start of this course. Thus, your tutors will check the Module 1 practical tasks that have been completed up to that point on Moodle, and warn the students who were noted as having fair-go violations. This gives students a chance to correct any violations, and thus avoid having those violations counted as "incomplete" tasks. Thereafter, we will expect that students have a good sense of what it takes to meet fair-go.

4. **Moodle Practical Task feedback:** Within 1-2 weeks of the end of each pair of Modules, course staff will enter the grade (out of 10%) for that pair of modules. At that point, students will be able to contact course staff to discuss their grade, if desired. Students will be able to track the cumulative score they currently have for the Module Practical Tasks component throughout the course.

5. **Announcement feedback:** Your course coordinator will communicate with students and give feedback via announcements on Moodle. These announcements will provide updates, clarifications, reminders, and feedback about how students are progressing in the topic. Relatedly, the course staff will also monitor the general discussion boards. However, we won't always respond immediately to posts on the general discussion boards because we want to foster student discussion; that is, students are often a great resource for answering posts on the general discussion board, and it can be a good way for students to develop a supportive student community.

## 6. Academic integrity, referencing and plagiarism

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The APA (6<sup>th</sup> 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 6th edition.](#)

**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.<sup>1</sup> 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 and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

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

## 7. Readings and resources

<b>Textbook</b>	Morris et al. (2018). <i>The Rubber Brain</i> . Australian Academic Press.
<b>Course information</b>	Available on Moodle
<b>Required readings</b>	<a href="#">School of Psychology Student Guide</a> .
<b>Recommended internet sites</b>	<a href="#">UNSW Library</a> <a href="#">UNSW Learning centre</a> <a href="#">ELISE</a> <a href="#">Turnitin</a> <a href="#">Student Code of Conduct</a> <a href="#">Policy concerning academic honesty</a> <a href="#">Email policy</a> <a href="#">UNSW Anti-racism policy statement</a> <a href="#">UNSW Equity and Diversity policy statement</a> <a href="#">UNSW Equal opportunity in education policy statement</a>

## 8. Administrative matters

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
- Disability Support Services

<sup>1</sup> International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

- Health and safety

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

## 9. Additional support for students

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- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Disability Support Services: <https://student.unsw.edu.au/disability-services>
- UNSW IT Service Centre: <https://www.it.unsw.edu.au/students/index.html>

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