

Faculty of Science
School of Psychology

PSYC1031

Psychological Science of Resilience

Semester 2, 2018

Table of Contents

1. INFORMATION ABOUT THE COURSE	2
2. STAFF CONTACT DETAILS	2
3. COURSE TIMETABLE	2
4. AIMS OF THE COURSE	2
5. LEARNING OUTCOMES	3
6. SCHOOL OF PSYCHOLOGY ONLINE TEACHING APPROACH	4
8. TEACHING STRATEGIES	5
9. PRACTICAL GUIDE AND ASSESSMENTS	6
10. ASSESSMENT	7
11. EXPECTED RESOURCES FOR STUDENTS	9
12. COURSE EVALUATION & DEVELOPMENT	9
13. PLAGIARISM & ACADEMIC ADMINISTRATIVE MATTERS	11
15. ADDITIONAL SUPPORT F	

1. Information about the Course

FACULTY	Science		
SCHOOL/DEPARTMENT	Psychology		
COURSE CODE	PSYC1031		
COURSE NAME	Psychological Science of Resilience		
SEMESTER	Semester 2	YEAR	2018
UNITS OF CREDIT	6	LEVEL OF COURSE	1

5. Learning Outcomes

On completion of this course you should be able to:

1. Articulate diverse theoretical and experimental approaches to major psychological issues relating to wellbeing, resilience, and student success.
2. Demonstrate knowledge of literature in a chosen topic
3. Apply the key features of undertaking research in psychology: that is, be able to design scientifically meaningful research
4. Individually and collaboratively apply skills of reflective, analytical, critical and creative thinking
5. Demonstrate the capacity for effective oral and written communication
6. Collaborate effectively and in a diversity-sensitive manner in a variety of small group contexts, including group discussions and a group assignment.
7. Apply psychological theories and principles to everyday life, particularly pertaining to wellbeing and resilience.
8. Use information in an ethical manner, ensuring that acknowledgement is given to the ideas and intellectual property of others, through appropriate referencing.

6. 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".

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 =

Learning and Teaching
Activities (and
Assessments)

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

8. Teaching Strategies

This course introduces you to the psychological science of resilience and related concepts such as student success and psychological wellbeing. 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.

9. Practical Guide and Assessments		
Week	Practicals Tues 10-12 (MAT108); Tues 12-2 (MAT102); Wed 10-12 (MAT 102)	Assessment Tasks (other than Pre-Practical Activities see Moodle)
1	24-25/7 <i>Introduction to Wellbeing and SMR</i>	
2	31/7-1/8 <i>Resilience, stressors and strategies</i>	
3	7-8/8 <i>Concepts, Measurement and Psychological Science</i>	Hand out Group Assignment (due in Week 12 prac)
4	14-15/8 <i>Positive psychology</i>	
5	21-22/8 <i>Self-knowledge, Strengths, Goals and Motivation</i>	Hand out Self-Development Assignment (due Week 10 <i>before prac</i>) Pre-practical submission Total 1
6	28-29/8 <i>Academic Competencies</i>	GROW model due (<i>bring to prac</i>) Start SDA implementation
7	4-5/9 <i>Connectedness and interpersonal skills</i>	Week 7 Progress Report due by 11pm <i>Sunday night</i>
8	11-12/9 Tuesday: Group work: No class Wednesday: <i>Emotional Regulation (CBT, ACT, Mindfulness)</i>	Week 8 Progress Report due by 11pm <i>Sunday night</i>
9	18-19/9 Tuesday: <i>Emotional Regulation (CBT, ACT, Mindfulness)</i> Wednesday: Group work: No class	Week 9 Progress Report due by 11pm

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.

10. Assessment								
Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
1. Practical Work	40	1, 2, 3, 4, 5, 7, 8	1, 2,3,4,5,6					
Pre-practical activities	20			Weekly	Weekly	SM	Weeks 6 & 12	Moodle

be calculated in Weeks 5 and 11, each worth 10%. Failure to submit 80% or more of the tasks before the relevant practical class,

13. Plagiarism & Academic Integrity

What is plagiarism?

university. The Student Misconduct Procedures are available here

<https://www.gs.unsw.edu.au/policy/documents/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

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*.

15. Additional Support for Students

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>