Course Outline

1. Staff

Position	Name	Email	Consultation times
Course Convenor	Dr Sue Morris	s.morris@unsw.edu.au	By appointment
Course Co-convenor	Prof. Jacquelyn Cranney	j.cranney@unsw.edu.au	By appointment

2. Course information

Units of credit:	6
Pre-requisite(s):	None
Exclusions:	Students who have taken PSYC1031
Teaching times and locations:	PSYC1062 Timetable

2.1 Course summary

The subject matter of this course covers theories and research regarding the science of self-optimisation (eg 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,

This course is particularly relevant to the following 2019 APAC (Australian Psychology Accreditation Council) 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)	
introductory level	
1.	
2.	

   3.

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

	Program Learning Outcomes
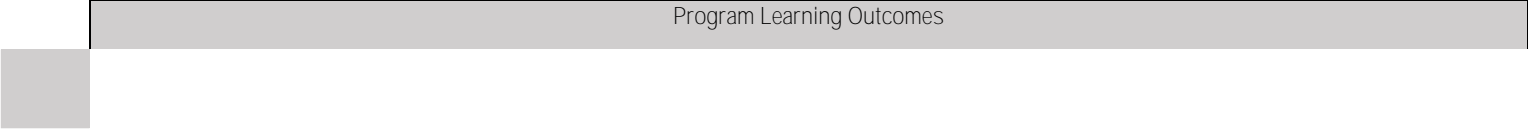
3. Strategies and approaches to learning

3

5. Assessment

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
Assessment 1: Module Practical Tasks	TBD	40%	TBA	Sunday, Weeks 2, 4, 7, 9
Assessment 3: Assignment	TBD	30%	TBA	Week 10

and your explanation is only a 4-word sentence). Thus, the   policy is not about always being right and perfect, but rather about following instructions and demonstrating reasonable effort when completing these tasks.

3. For the *Module Quiz*

can attempt it as many times as you want before the Module deadline.

4. **There are no extensions for Module Practical Tasks** (unless with approved Special Consideration). The Modules open well in advance of the deadlines so please plan accordingly and do not leave completing the tasks until the last minute. Indeed, some Module Tasks require work over several days   so get started early.

5. Where Module activities require documents to be submitted, only PDFs, Word documents, or JPEGs will be accepted.

6. The maximum word limit is indicative of the amount of effort you should put into the task. You will not be penalised for exceeding the word limit (however, failure to meet the minimum word limit may breach the GGG policy).

Moving through the Modules

As mentioned previously, each module has several tasks that need to be completed which are closely tied to the readings from the textbook. Although one goal of this course is to help you with your

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   eople 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.signed for

7. Readings and resources

Textbook	Morris et al. (2018). The Rubber Brain. Australian Academic Press.
Course information	Available on Moodle
Required readings	School of Psychology Student Guide
Recommended internet sites	UNSW Library
	UNSW Learning centre
	ELISE
	Turnitin
	Student Code of Conduct
	Policy concerning academic honesty
	Email policy
	UNSW Anti-racism policy
	UNSW Equity and Diversity policy statement

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

‹ Equitable Learning Services

‹ Health and safety

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

9. 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

‹ Equitable Learning Services: https://student.unsw.edu.au/els

‹ UNSW IT Service Centre: https://www.myit.unsw.edu.au/