



Course Outline

PSYC1062

Psychological Science of Wellbeing

School of Psychology

Faculty of Science

T1, 2023

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1. Staff

Position	Name	Email	Consultation times
Course Convenor	Dr Sue Morris	s.morris@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

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. In this course we will introduce you to the theories and research relevant to topics such as stress, well-being, motivation, emotional regulation, common barriers to achievement, 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.

2.2 Course aims

This course aims to:

- 1) provide you with evidence-based strategies for self-management capacity.
- 2) introduce you to the theories and research relevant to topics such as stress, well-being, motivation, emotional regulation, common barriers to achievement, metacognitive strategies, study strategies, and working/living with others.
- 3) 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.

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

1. To demonstrate how psychology can inform our understanding of self-management, wellbeing, resilience, and achievement in university and beyond.
2. To introduce students to strategies and tools that promote self-management, wellbeing, 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, wellbeing, and achievement.

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 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 do the following, at least to an *introductory level* (in relation to APAC 2019 standards):

Learning Outcomes (and detail)	
1. Utilise skills relevant to maintaining 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 written format. (APAC 3.2.1.3)	In particular, in relation to the topic areas under #2.
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.

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

Program Learning Outcomes							
CLO	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	Assessment
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

3.1 Learning and teaching activities

Psychological research has yielded evidence-based approaches to improving self-management skills. Self-management can be a challenge as students make their transition from high-school to university, or take on additional challenges (employment, children). Thus, through this credit-bearing course, students have the opportunity to improve their self-management skills while they learn about the theoretical and empirical bases of self-management. What they learn in this course has the potential to have positive transfer regarding achievement in other courses and other parts of their lives (e.g., in employment settings). The online delivery mode will allow for some time/place flexibility while learning.

Four Modules are to be delivered through Moodle for weeks: 1 & 2 (Module 1), 3 & 4 (Module 2), 5 & 6 (Module 3), and 7 & 8 (Module 4). Modules may include self-reflection, resources, activities, and implementation tasks. The tasks will include reading materials, completing Moodle activities, and writing forum posts. Students will need to complete these tasks by 11:59pm of the Sunday of the second week of the Module (other than Module 3, which is due on MONDAY of Week 7, given Flex Week), to gain up to 10% per Module. Because it is imperative that you engage as you work through the Modules, you will need to complete a certain hurdle percentage of these tasks in a timely manner, otherwise you will receive 0% for that Module. Online posts (including responding to others' posts) will be a key component of these tasks. End of module quizzes and the final examination serve formative (module) and summative assessment purposes.

The assignment allows you to display your capacities for comprehension, application, and creativity with respect to the course material.

Note that there may be some additional activities in this course which could enable students to gain bonus marks.

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 FORTNIGHTLY 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) 7-8 hours of engagement with the module and associated tasks; (b) 4-5 hours of engagement with assignment preparation and exam revision (c) up to 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 during the UNSW examinations period and will be **online**. 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.

Students registered with Equitable Learning 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. Equitable Learning Plans (ELP) must be emailed to the course convenor as soon as they are made available.

4. Course schedule and structure

Each week this course typically consists of (a) 7-8 hours of engagement with the module and associated tasks; (b) 4-5 hours of engagement with assignment preparation and exam revision; (c) up to 1 hour of communication with course staff and fellow students.

Week	Module (+ primary readings)	Online modules and self-determined activities	Assessment Task	Feedback and communication
Week 1 13/2/23	MODULE 1 Introduction to key concepts, theories and research; Cognitive fallacies, self-knowledge (Rubber Brain Chap.1,2, 3; Bernstein et al. Chap 2 reading)	Curated material with integrated module 1 practical tasks; assessment work	Module 1 released	
Week 2 20/2/23	MODULE 1 (cont.)	As above	Module 1 deadline at 11:59pm on Sunday of Week 2	
Week 3 27/2/23	MODULE 2 Motivation: academic skills, metacognition, & scientific thinking (Chap.7, Morisano et al, 2010)	Curated material with integrated module 2 practical tasks; assessment work	Module 2 released	Module 1 feedback provided
Week 4 6/3/23	MODULE 2 (cont.)	As above	Module 2 deadline at 11:59pm on Sunday of Week 4.	
Week 5 13/3/23	MODULE 3 Psychological flexibility, stress, positivity (Chap.4, 5, 6, Mrazek et al, 2013)	Curated material with integrated module 3 practical tasks; assessment work	Module 3 released	(Optional) Monday Moodle Q&A (11am) Module 2 feedback provided
Week 6 20/3/23	FLEX WEEK			
Week 7 27/3/23	MODULE 4 Connectedness & Communication; Moral decision-making, conclusion (Chap.8, 9, 10, Gable et al, 2004)	Curated material with integrated module 4 practical tasks; assessment work	Module 3 deadline at 11.59pm on MONDAY of Week 7 Module 4 released.	
Week 8 3/4/23	MODULE 4 (cont.)	As above	Module 4 deadline at 11:59pm on Sunday of Week 8.	Module 3 feedback provided (Optional) Monday Moodle Q&A (11am)
Week 9 10/4/23	Work on assignment			
Week 10 17/4/23	Assignment	Work on Assignment. Resources on Moodle	Assignment due Friday, 21st April 4pm.	Module 4 feedback provided
Study period: 22-27/4/23				
Exam period: 28/4-11/5/23				

5. Assessment

5.1 Assessment tasks

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

Assessment task	Weight	Marks	Due date
Assessment 1: Module Practical Tasks	40%	Each module out of 10	11.59pm Sunday, Weeks 2, 4, 11.59pm Monday Week 7, 11.59pm Sunday Week 8
Assessment 2: Individual Integrative Assignment	30%	Out of 100	4pm Friday Week 10
Assessment 3: Final exam	30%	TBC	Exam period

The final date that the assignment will be accepted is 2 weeks after the due date (with appropriate Special Consideration or ELP). Late assignments without Special Consideration or ELP must be submitted within 5 days of the due date, as per the UNSW Assessment Policy.

MODULE PRACTICAL TASKS

You will be asked to complete several practical tasks in each Module. The tasks may include (but are not limited to) reading chapters of the text and other materials, completing activities, writing forum posts, writing reflections, completing a knowledge quiz. **There are 4 possible scores for each of the four Modules (Weeks 1&2, 3&4, 5&6, 7&8):**

- 10%:** You must satisfactorily complete **100%** of tasks by the deadline to receive this score.
- 7.5%:** You must complete **100%** of tasks by the deadline, however no more than ONE may fail to meet the GGG standard to receive this score (see below).
- 5%:** You will receive this score if you satisfactorily complete **70-99%** of tasks by the deadline.
- 0%:** You will receive this score if you complete **less than 70%** of the tasks by the deadline.

For each module, the number of tasks will vary, and so the meaning of “70%” will vary.

Therefore, if you complete *all* 100% of the tasks using reasonable effort (see the ‘gave it a good go’ policy below) by the deadline, then you are guaranteed a score of 40% for the Module Practical Tasks. The deadline for each Module will be **11:59pm on Sunday of the final week of the module for Modules 1, 2 and 4, and by 11.59pm Monday of Week 7 for Module 3** (to accommodate Flex Week). *Submissions received after this time will not be accepted.*

Note that (apart from approved Special Consideration Applications) there are **no extensions for these deadlines, and technical difficulties will not be accepted as an excuse**; thus, **we advise that you aim to complete the tasks at least 3 days ahead of the deadline.**

IMPORTANT: Please note the following 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. For all Module tasks, other than the Quiz, rather than providing individual grades, we will be using a **‘gave it a good go (GGG)’ policy**. According to this GGG 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 GGG policy include: (a) not following the task instructions (e.g.,

you were asked to discuss “X” but you discussed something else, etc.), (b) not meeting the minimum required for the task or omitting a component of the task (e.g., you were asked to write a minimum of 75 words but you only write 60, you were asked to provide the correct answer to your MCQ and did not; you were asked to provide 2 examples and only provided 1, you did not attach a journal article to a relevant forum post); 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 “gave it a good go” policy is not about always being right and perfect, but rather about following instructions and demonstrating reasonable effort when completing these tasks.

Please note that if you submit all tasks and more than one does not meet the GGG standard, you will lose 5% for that module, as you will no longer be considered as having completed 100% of tasks to the required standard.

3. For the **Module Quiz** you must gain 60% to ‘satisfactorily’ complete the task; however, you 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 “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. As the tasks are based on the textbook, the order of the tasks reflects the chronology of each chapter in the book. We encourage you, therefore, to do the tasks in order; however, task completion is usually not contingent on completion of earlier tasks. In some cases, an initial component of a given task needs to be completed earlier in the module period to allow sufficient time for a subsequent component to be done. These have the label “Do this now!” to indicate that prioritising these sections will assist you in managing your time on the module.

ASSIGNMENT (30%)

Details of the assignment will be released in Week 2. It will involve making a short video to illustrate one concept from The Rubber Brain that you find interesting or useful. The deadline for submission will be 4pm, Friday of Week 10.

FINAL EXAMINATION (30%)

An online final examination, based on the content of the entire course, will be held during the examination period. More information will be given about this examination by Week 10.

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 (ie assignment) must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late assignment submissions will be in accordance with School policy (see: [Psychology Student Guide](#)). Note that the late submission **final** deadline is 4pm Wednesday April 26th (unless an ELP or Special Consideration applies).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam or the assessment deadline, with their application.

Special consideration applications must be submitted to the online portal along with Third Party 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. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see <https://student.unsw.edu.au/special-consideration>.

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 assessments

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

Assessment	When	Who	Where	How
Module practical tasks	1 = Week 4; 2 = Week 6; 3 = Week 8; 4 = Week 10	Convenor	Moodle	Moodle Gradebook; Group summary feedback
Assignment	Week 12	Convenor	Moodle	Turnitin and Moodle Gradebook
Final exam	N/A	N/A	N/A	N/A

FEEDBACK

Like 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. **Module Forum feedback:** In most Modules you will be asked to post to the Moodle 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 the discussion forum because this is a great form of feedback that not only gives you some idea of whether you are on the right track, but also gives you multiple perspectives (i.e., from your fellow students). Sometimes you will also be asked to respond to posts from other students, so that is another way to receive some feedback for this type of task.

2. **Assignment feedback:** As with typical in-class courses, you will also receive feedback from the course staff in the marking of the assignment. This will be delivered through Turnitin after the final deadline for submission has passed.

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

4. **Announcement and General Forum feedback:** Course staff will communicate with students and give general feedback via announcements on Moodle. These announcements will provide updates, clarifications, reminders, and feedback about how students are progressing in the topic, including providing sample “good” responses. Relatedly, the course convenor will also monitor the “Questions for Sue Morris” forum, where you should post any general questions you may have about the course. Please read previous posts before posting a question, to ensure that your question has not already been asked and answered. You should feel free to respond to other students’ questions if you know the answer, as students are often a great resource for answering posts on this discussion board, and it can be a good way for students to develop a supportive student community! For questions requiring an urgent response, or specific to your circumstances, please email the course convenor directly (s.morris@unsw.edu.au).

There is also a “Peer-to-Peer” forum where you can ask other students questions, which will be monitored, but not responded to by course staff.

5. **Optional Monday Moodle Q&A sessions:** At 11am on Monday of Weeks 5 and 8, the course convenor will be available for an optional online Q&A/chat on BB Collaborate (via Moodle) at which you can ask any questions or seek other feedback. This will not be recorded and is designed to provide a more interactive opportunity for students to seek feedback or have their questions answered. If no one attends by 11.15am, the session will be ended.

6. Academic integrity, referencing and plagiarism

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](#).

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.¹ At UNSW, this means that your work must be your own, and others’

¹ International Center for Academic Integrity, ‘The Fundamental Values of Academic Integrity’, T. Fishman (ed), Clemson University, 2013.

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>

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

Textbook	Morris et al. (2018). <i>The Rubber Brain</i> . Australian Academic Press (available as print or e-book).
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/>
- Student support: <https://www.student.unsw.edu.au/support>
- 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/>