USC

Course Outline

Code: COU301
Title: Positive Psychology for Counselling

School: Social Sciences
Teaching Session: Semester 1
Year: 2020
Course Coordinator: Suzanne Evans – sevans1@usc.edu.au
Course Moderator: Dr Justine Campbell – jcampbell@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1.   What is this course about?

1.1   Description

Traditionally, the foundation for clinical and counselling psychology has been the psychopathological personality, which focussed on pre-classical psychoanalysis and modern practices to find what goes wrong in the human mind. This course will help you to examine factors that should be included when considering what goes right in the human mind – a study of strengths, virtues, optimism, hope, resiliency and happiness. The course is largely experiential and presents practical ways of using character strengths to promote and maintain wellbeing.

1.2   Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2.   What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th year of an undergraduate program.

3.   What is the unit value of this course?

12 units

4.   How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Use the research that supports the principles, skills and strategies of positive psychology, and critically assess the claims of positive psychology to promote wellbeing.	1 & 2	Knowledgeable. Creative and critical thinkers.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Identify the changes in lifestyle you want to make and be able to demonstrate through self-reflective writings that you are moving towards living in a positive psychological state with increased stable happiness.	1 & 2	Empowered. Creative and critical thinkers.
Understand and identify theoretical and practical concepts of Positive Psychology for counselling	3	Knowledgeable. Ethical.
Differentiate between varying cultural perspectives of human wellness and explore which aspects of your cultural background contribute to positive psychology.	1, 2 & 3	Creative and critical thinkers. Ethical.

5. Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1 Enrolment restrictions

Nil

5.2 Pre-requisites

COU180 or SCS180

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

Students will submit an outline of their proposed plan in Week 3, and will receive written feedback within the week in order to begin their Change Project by Week 4

6.3   Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Plan	Individual	10%	500 Words	Week 3	Online Assignment Submission with Plagiarism check
2	Report	Individual	35%	2800 Words	Week 13	Online Assignment Submission with Plagiarism check
3	Journal	Individual	35%	250 Words each	Week 2-11	Online Assignment Submission
4	Quiz/zes	Individual	20%	20 Questions	Week 12	Quiz (Online Test)
			100%			

Assessment 1: Positive changes project plan

Goal:	Identify the lifestyle changes you want to make in order to live in a more positive psychological state. Outline the measurement tools and the proposed interventions.
Product:	Plan
Format:	You will be asked to think about a change (e.g. strengths, virtues, thought patterns, behaviours) you want to make for yourself that will have a positive outcome for your psychological well-being. In this plan you will articulate your strategies for change. You are to articulate your SMART goals. The project needs to utilise valid tests and measurement tools. You will need to identify and enlist the assistance of a coach/mentor/independent assessor who can assist you in the change process and verify that you have done what you said you would do.
Criteria:	• Clarity and practicality of SMART goals. • Identification and suitability of measurement tools and procedural steps • Identification of appropriate interventions and strategies to achieve goals. • Use and identification of project participants and their roles • Written expression and APA referencing

Assessment Task 2: Positive change project report

Goal:	Report on the results of the personal change project carried out over the course of the semester. Identification of the research that supports the skills and principles of positive psychology that you used as part of your change project and have identified the cultural diversity aspects that may have influenced the outcomes.
Product:	Report
Format:	Typed response approximately 2800 words report format, including an abstract, introduction, methods and procedures, results, discussion and appendix. 6-10 References required.
Criteria:	• Suitability of review of appropriate literature pertaining to the desired change. • Use of SMART goals • Demonstration of evidence-based results using appropriate measurement tools

	• Analysis of personal results and comparison with other literature on chosen aspect of change • Consistent APA style, referencing and citations • Written expression and accuracy of grammar and punctuation • Depth of evaluation of literature and project • Clarity of appropriate links to positive psychology literature • Identification of cultural perspectives and considerations

Assessment Task 3: Experiential exercises and Reflections Journal

Goal:	You will acquire insights into your own strengths, wellness, happiness and values through the completion of, and reflections on, a variety of scientific based questionnaires and tutorial material.
Product:	Journal
Format:	On Blackboard and in tutorials you will be directed to various surveys and questionnaires where you will be able to take the assigned scientific-based tests. You will attach the results and write a reflection on them, outlining the insights you gained, and submit to the online Journal link on Blackboard. At times you will need to link your reflections to tutorial discussions.
Criteria:	• Successful completion and submission of the exercises by due date and time • Depth of reflection • Articulation of insights gained • Recognition of areas you want to develop further • Link to development as a counselling professional

Assessment Task 4: Online Test

Goal:	You will demonstrate understanding of Positive Psychology and its potential use in Counselling.
Product:	Quiz/zes
Format:	20 questions not requiring typed responses
Criteria:	Correctness of answers

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
Sippy Downs	Lecture: 1 hour per week & Tutorial: 2 hours per week

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1   Prescribed text(s) or course reader

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

8.2   Specific requirements

Nil

9.   How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10.   What administrative information is relevant to this course?

10.1   Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2   Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
a)   The final mark is in the percentage range 47% to 49.4%
b)   The course is graded using the Standard Grading scale
c)   You have not failed an assessment task in the course due to academic misconduct

10.3   Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4   Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5   Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6   General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie.
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast -** Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture -** Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au