



COURSE OUTLINE

COU301 Positive Psychology for Counselling

Course Coordinator: Kerry Francis (kfrancis@usc.edu.au) **School:** School of Law and Society

2022 | Semester 1

USC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

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 focused 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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – One hour-long engagement including formative quizzes, podcasts/webinars, screen casts, interviews, simulations, videos and recorded discussions.	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus tutorial- 2 hours to encourage the application of skills and knowledge introduced in the online learning materials for the week, via class activities.	2hrs	Week 2	10 times
Seminar – Online all cohort webinar designed to provide uniform information regarding assessments and provide student Q&A opportunities.	2hrs	Week 2	3 times

1.3. Course Topics

What is Positive Psychology?

The evidence base for Positive Psychology

Emotion – dealing with the positive and negative

Finding flow states, mindfulness practice and wellbeing

Positive health

The psychological benefits of creativity

Wellbeing across the lifespan

Optimal wellbeing

Religion, spirituality and transpersonal practice

Positive institutions and cultural wellbeing

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study 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?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Apply the research that supports the principles, skills and strategies of positive psychology, and critically assess the claims of positive psychology to promote wellbeing.	Knowledgeable Creative and critical thinker
2 Identify the changes in lifestyle you want to make and demonstrate through self-reflective writings that you are moving towards living in a positive psychological state with increased stable happiness.	Creative and critical thinker Empowered
3 Understand and identify theoretical and practical concepts of Positive Psychology for counselling.	Knowledgeable Ethical
4 Construct hypotheses and plan research and implementation of Positive Psychological Interventions and analyse test results.	Knowledgeable Creative and critical thinker Ethical
5 Demonstrate effective communication through written reports and oral presentations, complying with accepted APA 7th ed. guidelines	Knowledgeable Creative and critical thinker

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. Pre-requisites

COU180 or SCS180 and enrolled in Program AR302, AR303, AR301, AR375, AR372, AR374, AR362, AR405.

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

Students will submit their first-draft of their written Mindfulness and Gratitude Positive Psychology Self-care Plan in Week 3, and will receive in-class feedback in week 4.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Plan	Individual	0%	300 words	Week 3	Online Submission
All	2	Plan	Individual	20%	950 Words	Week 6	Online Submission
All	3	Quiz/zes	Individual	30%	2 hours 30 Questions	Week 11	Online Test (Quiz)
All	4	Report	Individual	50%	2800 Words	Week 12	Online Submission

All - Assessment Task 1: Draft Self-Care Plan

GOAL:	To create a first draft of the Mindfulness and Gratitude Self-Care Plan, in order to receive oral feedback in class during week 4.	
PRODUCT:	Plan	
FORMAT:	Identify several mindfulness and gratitude activities that could be practiced during the semester, and plan how these could be carried out and how you can create some self-assessment of progress.	
CRITERIA:	No.	Learning Outcome assessed
	1 Identification of suitable mindfulness and gratitude activities for self-care	1 2

All - Assessment Task 2: Mindfulness and Gratitude Self-Care Plan

GOAL:	Identify and begin to implement the mindfulness and gratitude self-care changes you want to make in order to live in a more positive psychological state. Outline the proposed interventions you will use, the frequency of application, and the measures that will provide you with feedback on your progress with the plan.
PRODUCT:	Plan
FORMAT:	You will be asked to review and select several mindfulness activities and ways to apply gratitude in your life, that are intended to have a positive outcome for your psychological well-being. In this self-care plan you will articulate your strategies for practice. You will articulate your SMART goals. The project needs to include a test, survey or measurement tool that will give you feedback on your progress.

CRITERIA:	No.	Learning Outcome assessed	
	1	Clarity and practicality of SMART goals	1 2
	2	Identification and suitability of measurement tools and procedural steps	3 4
	3	Identification of appropriate interventions and strategies to achieve goals	1 3
	4	Clear reporting on challenges of implementing your plan	2 5
	5	Written expression and APA referencing	5

All - Assessment Task 3: Online Test

GOAL:	You will demonstrate understanding of Positive Psychology and its potential use in Counselling.		
PRODUCT:	Quiz/zes		
FORMAT:	30 multiple-choice; multiple answer, matching, true/false questions not requiring typed responses.		
CRITERIA:	No.		Learning Outcome assessed
	1	Correctness of answers	3

All - Assessment Task 4: Mindfulness and Gratitude Self-Care Report

GOAL:	Report on the results of your experiences with the self-care 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 project. Include recommendations you would make for clients undertaking a similar self-care project.		
PRODUCT:	Report		
FORMAT:	Typed response approximately 2800 words report format, including an abstract, introduction, activities, challenges and results, and recommendations for clients.		
CRITERIA:	No.		Learning Outcome assessed
	1	Clarity of hypothesis and support of hypothesis and relevance of supporting literature	1 3 4
	2	Methodology - Identification of activities. Clarity of procedural steps.	4
	3	Comprehensive reporting on your personal process, and outcomes for you, as well as recommendations for clients.	3 4
	4	Effectiveness of summary and links between project and research. Level of reflection on personal learning. Level of recommendations for improvements or future study.	1 2 3 4
	5	Depth of understanding of positive psychology principles. Degree of well-informed learning demonstrated through use of appropriate self-assessment tools.	3 5
	6	Accuracy of grammar, punctuation and spelling. Use of word limit. Appropriateness of APA referencing and citations	5

7. Directed study hours

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.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1 - Introduction to Positive Psychology	n/a
Week 2 - Foundations of Positive Psychology	n/a
Week 3 - Subjective Wellbeing	n/a
Week 4 - Flow and mindfulness	n/a
Week 5 - Love and Well-Being	n/a
Week 6 - Positive Health	n/a
Week 7 - The Psychological Benefits of Creativity	n/a
Week 8 - Wellbeing Across the Lifespan	n/a
Week 9 - Optimal Wellbeing	n/a
Week 10 - Religion, Spirituality and Transpersonal Practice	n/a
Week 11 - Positive Institutions and Cultural Wellbeing	n/a
Week 12 - The Future of Positive Psychology	n/a
Week 13 - Creative Arts in Wellbeing; Course Review	n/a

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

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

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	William C. Compton, Edward Hoffman	2019	Positive Psychology	3rd ed	SAGE Publications, Incorporated
Recommended	Martin Seligman	2012	Flourish	n/a	Random House Australia

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 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. 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