



COURSE OUTLINE

UCC106 Professional People Skills for Study, Community and Society

Course Coordinator: Marguerite Westacott (mwestaco@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

USC Sunshine Coast
USC Moreton Bay

ON CAMPUS

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

Online

ONLINE

You can do this course without coming onto campus.

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

Want to make a difference to others and contribute to creating healthy communities? The professional skills, foundational theories and social justice principles introduced and practiced in this course, apply to professionals whose core business is the welfare, wellbeing and management of people, within community and society. This includes professions such as counsellors, psychologists, social workers, allied health, human services, teachers and others. This course will introduce you to the appropriate personal and social skills and knowledge, to work ethically with diversity and difference; and understand how these apply to community and health-based social industry careers.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1	2hrs	Week 1	13 times
Lecture	1hr	Week 1	13 times
ONLINE 1			
Tutorial/Workshop 1 – Online	2hrs	Week 1	13 times

1.3. Course Topics

Module 1: Self

Course Introduction, Intrapersonal Intelligence, Change and Transition, Coping Mechanisms and Strategies, Task 1 Introduction.

The Brain and Learning, Emotional Intelligence, Professional Reflective Practice.

Values, Foundational Positive Psychology and Counselling Theories, Referencing.

Module 2: Others

Interpersonal Intelligence, Group Dynamics, Processes and Roles, Task 2 Part 1 Introduction.

Professional Communication Skills (types, barriers and processes), Listening, Groupwork, Task 2 Part 2 Introduction.

Empathy, Transference, Constructs and Perception, Transference, Giving and Receiving Feedback, Foundational Theories for working with people.

Module 3: Community

Introduction to Community, Writing a Reflective Essay.

What is Community? Career Development Theory, Introduction to Task 3.

Social Justice Principles, Human Rights, Power and Privilege, Social and Cultural Capital.

Module 4: Society

Raising Awareness, Diverse Social Justice Issues, Guest Speakers, Task 3 Development.

Raising Awareness, Diverse Social Justice Issues, Guest Speakers, Task 3 Development.

Presentations

Presentations, The Emerging Professional.

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first 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 Use reflective practice principles to identify and analyse intrapersonal, interpersonal, collaboration skills and group processes	Empowered Engaged
2 Prepare and present a resource or project plan that aims to raise awareness of a current social issue.	Creative and critical thinker Ethical Engaged
3 Identify social justice principles with reference to a current social issue.	Ethical Engaged
4 Communicate in a variety of formats to support reasoning, critical reflection and knowledge.	Creative and critical thinker
5 Locate and use key statistics and academic research that apply to a current social issue.	Empowered Engaged

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

Must be enrolled in program UC104

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

None

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

You will submit the first part of your first task, in week 3 to receive feedback which will provide you with information on how you are progressing and guide you with the completion of this task

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	Written Piece	Individual	25%	750 words	Week 3	Online ePortfolio Submission
All	2a	Oral	Group	0%	5 mins	Week 7	In Class
All	2b	Essay	Individual	35%	800 - 1000 words	Week 9	Online Assignment Submission with plagiarism check
All	3	Artefact - Creative, and Oral	Individual or Group	40%	10 minutes	Week 12	Online Assignment Submission

All - Assessment Task 1: Weekly Reflections

GOAL:	This assessment item demonstrates your engagement with the course material. It also reflects your ability to develop research, analytical and communication skills. Detailed task description is provided in the learning materials and in class.	
PRODUCT:	Written Piece	
FORMAT:	Pebble Pad Workbook	
CRITERIA:	No.	Learning Outcome assessed
	1	Your answers will incorporate ideas from the weekly learning materials or from your own research of credible sources that are related to the topics discussed in class each week. 1 4

All - Assessment Task 2a: Group Work

GOAL:	The goal is to engage in a group experience to provide content for Task 2b, The Reflective Essay. The group work provides the opportunity to put the course material into practice. You will work with peers to research and present on an aspect of your university that contributes to a positive student experience. Detailed task description is provided in the learning materials and in class.	
PRODUCT:	Oral	
FORMAT:	Oral Presentation in class	
CRITERIA:	No.	Learning Outcome assessed
	1 Oral presentation.	1 4

All - Assessment Task 2b: Reflective Essay

GOAL:	You will engage in a group activity and then reflect on the group processes and interaction, supported with evidence from the course learning experiences, materials, your personal observations and independent research A detailed Task Description is provided in your Learning Materials.	
PRODUCT:	Essay	
FORMAT:	Word document	
CRITERIA:	No.	Learning Outcome assessed
	1 In this task you will apply your skills of reflection to analyse group processes.	1 4

All - Assessment Task 3: Raising Awareness Project

GOAL:	This assessment task requires you to select a current social justice issue and create a project plan, or a creative response to raise awareness about the issue. The product you create, will depend on your choice of approach to the objective of raising awareness of your social issue of interest, and will be negotiated and discussed in class. A detailed task description is provided in your learning materials. A detailed Task Description is provided in your Learning Materials.	
PRODUCT:	Artefact - Creative, and Oral	
FORMAT:	Oral Presentation	
CRITERIA:	No.	Learning Outcome assessed
	1 This assessment task requires you to select a current social justice issue and create a project plan, or a creative response to raise awareness about the issue.	2 3 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.

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 Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

None

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 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:

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. 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.

10.5. 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.

10.6. 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.

10.7. 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>

10.8. 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