



UNSW Course Outline

PSYC5116 Wellbeing and Resilience - 2024

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General Course Information

Course Code : PSYC5116

Year : 2024

Term : Hexamester 1

Teaching Period : KB

Is a multi-term course? : No

Faculty : Faculty of Science

Academic Unit : School of Psychology

Delivery Mode : Online

Delivery Format : Standard

Delivery Location : Distance Education

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course will address advanced-level topics relating to the development and maintenance of wellbeing and resilience in children and adolescents. These include self-esteem, self-efficacy, coping, risk-taking, and responsibility. Course content will involve a critical review of current

research findings and contemporary theories pertaining to development within these topic areas, as well as a discussion of factors that can interact with and obstruct this development. Students will develop skills in the creation of novel research questions, translating empirical data to real-world contexts with practical applications, and disseminating scientific ideas in a variety of formats for different purposes.

Course Aims

This course aims to provide students with an in-depth knowledge and understanding of contemporary research findings and theories that relate to core topic areas underpinning the development of wellbeing and resilience in early life: self-esteem, self-efficacy, coping, risk-taking, and responsibility. In addition, this course aims to equip students with the skills to design novel empirical research based around current theories and data, and to translate the findings of such research for broader dissemination and practical application.

Relationship to Other Courses

This course forms part of the Graduate Certificate in Child Development. Prerequisites for this course include PSYC5111 Evaluating Evidence, PSYC5112 Introduction to Psychology, PSYC5113 Child Development, and PSYC5114 Learning and Cognition.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Review, analyse, and consolidate an advanced body of knowledge about the core factors that contribute to the development and maintenance of wellbeing and resilience in early life, with the ability to interpret and discuss the related empirical research and its implications.
CLO2 : Implement advanced skills in applied research methods for designing and conducting empirical investigations into childhood/adolescent wellbeing, including the ability to evaluate where current evidence is lacking in order to derive novel research questions for testing.
CLO3 : Have developed an appreciation for how key factors contributing to wellbeing are linked and how they may be integrated to solve applied problems, showing critical engagement with the literature and the capacity for innovative and creative thinking that expands upon it.
CLO4 : Evaluate scientific writing with respect to the values and ethics of psychology, with a proven ability to use information in a manner that recognises the importance of accurate and unbiased translation of scientific research into the public domain.
CLO5 : Write effectively in a variety of formats for a variety of purposes, demonstrating effective interpersonal communication skills and the ability to collaborate ethically and efficiently with peers.
CLO6 : Disseminate scientific information to diverse audiences in a manner that is sensitive to the values and beliefs of others, with a demonstrated ability to consider multiple different perspectives and acknowledge human diversity in scientific opinion.

Course Learning Outcomes	Assessment Item
CLO1 : Review, analyse, and consolidate an advanced body of knowledge about the core factors that contribute to the development and maintenance of wellbeing and resilience in early life, with the ability to interpret and discuss the related empirical research and its implications.	<ul style="list-style-type: none"> • Research Proposal • Translational Piece • Weekly Quizzes
CLO2 : Implement advanced skills in applied research methods for designing and conducting empirical investigations into childhood/adolescent wellbeing, including the ability to evaluate where current evidence is lacking in order to derive novel research questions for testing.	<ul style="list-style-type: none"> • Research Proposal • Translational Piece • Weekly Quizzes
CLO3 : Have developed an appreciation for how key factors contributing to wellbeing are linked and how they may be integrated to solve applied problems, showing critical engagement with the literature and the capacity for innovative and creative thinking that expands upon it.	<ul style="list-style-type: none"> • Research Proposal • Translational Piece • Weekly Quizzes
CLO4 : Evaluate scientific writing with respect to the values and ethics of psychology, with a proven ability to use information in a manner that recognises the importance of accurate and unbiased translation of scientific research into the public domain.	<ul style="list-style-type: none"> • Research Proposal • Translational Piece
CLO5 : Write effectively in a variety of formats for a variety of purposes, demonstrating effective interpersonal communication skills and the ability to collaborate ethically and efficiently with peers.	<ul style="list-style-type: none"> • Research Proposal • Translational Piece
CLO6 : Disseminate scientific information to diverse audiences in a manner that is sensitive to the values and beliefs of others, with a demonstrated ability to consider multiple different perspectives and acknowledge human diversity in scientific opinion.	<ul style="list-style-type: none"> • Research Proposal • Translational Piece

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

Learning and Teaching in this course

This is a fully online course; all materials, lectures and tutorials are delivered through Moodle.

The course will be delivered over six weeks, covering six major topic areas. The major topics will

be delivered in Weeks 1 to 6, with a new topic presented each week. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is 18-19 hours per week, including preparation for the “secured” quizzes and written assessments.

Each week students can expect the following:

Lectures will be digitally recorded. Links to the lecture recordings will be available on the course web page. Lecture slides will be also available on the Moodle course page. There will be 6 x 20-minute lectures covering the main concepts for each topic presented each week.

Online Tutorials will be held in weeks 1-6. There are six (6), two (2) hour tutorials delivered through Blackboard Collaborate on the Moodle course page each week. All tutorials will be live streamed for synchronous participation and recorded for asynchronous participation, should a student be unable to join the synchronous tutorial at the designated time. Students will be able access the recorded tutorials for the remainder of the course. Tutorial discussions are based on lecture content and readings. In order to participate in class discussions, you will need to prepare for tutorials by reviewing the available materials.

Online activities: Each week there will be a range of online activities, including revision quizzes and interactive learning modules using a range of adaptive learning platforms (e.g. H5P, textbook resources). These activities will allow students to explore the topics of the week in greater depth and engage informative assessment and revision opportunities.

The formative topic revision quizzes available for students provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a clear understanding of each topic so that this knowledge can be built on in future content. **NB: These formative quizzes do not contribute to the student's final grade and are not to be confused with the “secured weekly quizzes”.**

Readings: Each week there will be assigned readings that cover the major topic of the week. Students will need to complete the readings in order to prepare for the online tutorials. In addition, as part of this preparation students are encouraged to post one comment/discussion point on the Discussion Forum and reply to the comment of at least two other students in the course (4.5 hours).

The Discussion Forum connects students in the course and provides a platform for students to discuss of weekly content, revision, or topics of interest with each other. Regular engagement in

the Discussion Forum will help students gain an understanding of the material, critique the contributions of fellow students, and help develop written communication skills.

The Q and A Discussion Forum provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other students' posts to enhance understanding of the content, critical thinking, and written communication skills.

Additional Course Information

The [Program Guide](#) contains School policies and procedures relevant for all students enrolled in the Graduate Certificate in Child Development, 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.

The course Moodle page contains lectures, tutorials, 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. All news and announcements will be made on the "Announcements" forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

Given that the course content and all assessable components are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content. There will be no special consideration granted due to internet connection or computer issues arising from personal technical issues. If an internet disconnection takes place during an assessment/exam, there will be no way of changing a mark and these will be allocated according to the progress that was saved. To help students establish whether or not their computer/internet access is suitable for the online exam/s, a test quiz is available. This quiz will not contribute to final marks and will be able to be completed multiple times in order to test

computer/internet connection prior to assessments/exams.

The Moodle forum should be the first line of contact with the Course Convenor (meeting requests, personal or Equitable Learning Support matters can be sent by email in the first instance). Due to the online nature of the course, under no circumstances are specific exam/quiz questions/answers to be discussed in online forums or via email. Such matters can only be discussed during in person virtual appointments with the Course Convenor.

NOTE: THIS COURSE REQUIRES SIGNIFICANT WEEKLY ASSESSABLE ENGAGEMENT THROUGH MOODLE. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is on average 18-19 hours per week (in the 6-week term). Average engagement levels are as follows: (a) 2 hours of engagement with the lecture content (6 x 20-minute lectures per week); (b) Tutorial attendance, 3 hours per week including preparation for the tutorial discussion. Note we recommend that you complete the synchronous tutorial, however completion of the recorded asynchronous tutorial will also be accepted; (c) 4.5 hours to complete the assigned activities, including revision modules; (d) 4.5 hours to complete the assigned weekly readings that accompany the content for each lecture topic; (e) 4-5 hours to complete the weekly assessments (secured quizzes) and prepare for the major assessments.

Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation or assessments. Remember, the term times are very short, so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

Tutorial Attendance: Attendance and participation in tutorials is compulsory. All tutorials will be delivered in an online mode, through Blackboard Collaborate. Given that this is a fully online course, it is understood that some students may be unavailable at the designated live tutorial time. Therefore, students will be required to participate in the tutorial in either a synchronous (as the tutorial is streamed live) or asynchronous (via a recorded version of the tutorial) format.

NB: Engagement with online tutorials and timely completion of asynchronous online tutorials is essential in accordance with UNSW Assessment Implementation Procedure.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration within the framework of the Graduate Certificate special consideration policies and procedures if they are unable to complete an assignment/exam due to illness and/

or misadventure.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Research Proposal	30%	Due Date: Sunday Week 4
Translational Piece	20%	Due Date: Sunday Week 6
Weekly Quizzes	50%	Due Date: Sunday each week

Assessment Details

Research Proposal

Assessment Overview

Students will be able to choose from a selection of research papers relating to the various course topics. The task will be to derive a novel research question inspired by the chosen paper (and/or related articles) and construct a research proposal around this question. The research proposal is to include a literature review that highlights the gap in current knowledge that the research question aims to address, a clear description of aims and hypotheses, a full account of the proposed methodology, and an outline of expected results.

Course Learning Outcomes

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- CLO2 : Implement advanced skills in applied research methods for designing and conducting empirical investigations into childhood/adolescent wellbeing, including the ability to evaluate where current evidence is lacking in order to derive novel research questions for testing.
- CLO3 : Have developed an appreciation for how key factors contributing to wellbeing are linked and how they may be integrated to solve applied problems, showing critical engagement with the literature and the capacity for innovative and creative thinking that expands upon it.
- CLO4 : Evaluate scientific writing with respect to the values and ethics of psychology, with a proven ability to use information in a manner that recognises the importance of accurate and unbiased translation of scientific research into the public domain.
- CLO5 : Write effectively in a variety of formats for a variety of purposes, demonstrating effective interpersonal communication skills and the ability to collaborate ethically and efficiently with peers.
- CLO6 : Disseminate scientific information to diverse audiences in a manner that is sensitive to the values and beliefs of others, with a demonstrated ability to consider multiple different

perspectives and acknowledge human diversity in scientific opinion.

Assessment Length

1500 words

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Translational Piece

Assessment Overview

Students will be required to undertake a literature search to choose a recent empirical finding related to one of the core topic areas in the course. The task will be to produce a written piece that summarises and presents these findings, and their practical implications, for a more general audience. Students will be able to choose the format for their written work. For example, it could be an opinion piece, newspaper article, policy recommendation, etc. In addition to submitting for marking, students will be required to post their written piece in the discussion forum on Moodle. As a requirement for completion, each student will need to read and comment on at least 3 other students' submissions (100 words each).

Course Learning Outcomes

- CLO1 : Review, analyse, and consolidate an advanced body of knowledge about the core factors that contribute to the development and maintenance of wellbeing and resilience in early life, with the ability to interpret and discuss the related empirical research and its implications.
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- CLO4 : Evaluate scientific writing with respect to the values and ethics of psychology, with a proven ability to use information in a manner that recognises the importance of accurate and unbiased translation of scientific research into the public domain.
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- CLO6 : Disseminate scientific information to diverse audiences in a manner that is sensitive to the values and beliefs of others, with a demonstrated ability to consider multiple different perspectives and acknowledge human diversity in scientific opinion.

Assessment Length

750 words

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Weekly Quizzes

Assessment Overview

Students will be required to complete 6 quizzes under official online exam conditions. These quizzes will cover the content of the lectures and readings. The quizzes will be held in weeks 1-6 and will cover content presented in the week they are released. The secured quizzes form part of a cumulative assessment; of the 6 quizzes completed, the best 5 scores will contribute towards the 50% total weighting (10% each quiz). Each quiz will comprise 20 multiple choice questions.

Course Learning Outcomes

- CLO1 : Review, analyse, and consolidate an advanced body of knowledge about the core factors that contribute to the development and maintenance of wellbeing and resilience in early life, with the ability to interpret and discuss the related empirical research and its implications.
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- CLO3 : Have developed an appreciation for how key factors contributing to wellbeing are linked and how they may be integrated to solve applied problems, showing critical engagement with the literature and the capacity for innovative and creative thinking that expands upon it.

Assessment Length

20 MCQ

Assignment submission Turnitin type

Not Applicable

General Assessment Information

Special Consideration: Students who experience circumstances outside of their control that prevent them from completing an assessment task by the assigned due date due can apply for Special Consideration. Special Consideration applications should include a medical certificate or other documentation and be submitted via myUNSW within 3 days of the sitting/

due date.

Important note: UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Once your application has been assessed, you will be contacted via your student email address and advised of the official outcome. If the special consideration application is approved, you may be given an extended due date. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>.

Alternative assessments: there will be no alternative assessments due to the intensive nature of the course. Please refer to the Graduate Certificate in Child Development (7419) Program Guide for policies and procedures relating to misadventure.

Supplementary examinations: Students may apply for a supplementary exam, providing that this is not an ongoing issue. If students are unable to engage in all aspects of the course for two weeks or longer, the student will be required to submit an application to withdraw from the course without penalty. Please refer to the Graduate Certificate in Child Development (7419) Program Guide for policies and procedures relating to misadventure.

All course assessments have been designed and implemented in accordance with [UNSW Assessment Policy](#).

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](#).

Grading Basis

Standard

Requirements to pass course

Students must attain a final grade of at least 50/100 to pass this course.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 15 January - 21 January	Lecture	Topic: Defining and measuring wellbeing and resilience
	Tutorial	Online discussion of Week 1 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 1: Research Proposal
	Assessment	Week 1 Quiz: Due 11:59pm Sunday
Week 2 : 22 January - 28 January	Lecture	Topic: Neural and psychological mechanisms of resilience
	Tutorial	Online discussion of Week 2 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 1: Research Proposal
	Assessment	Week 2 Quiz: Due 11:59pm Sunday
Week 3 : 29 January - 4 February	Lecture	Topic: Health behaviours in mental health and wellbeing
	Tutorial	Online discussion of Week 3 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 1: Research Proposal
	Assessment	Week 3 Quiz: Due 11:59pm Sunday
Week 4 : 5 February - 11 February	Lecture	Topic: Wellbeing strategies
	Tutorial	Online discussion of Week 4 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 1: Research Proposal
	Assessment	Week 4 Quiz: Due 11:59pm Sunday Assessment 1 Research Proposal: Due 11:59pm Sunday
Week 5 : 12 February - 18 February	Lecture	Topic: Self-Management
	Tutorial	Online discussion of Week 5 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 2: Translational Piece
	Assessment	Week 5 Quiz: Due 11:59pm Sunday
Week 6 : 19 February - 25 February	Lecture	Topic: Key Developmental Issues
	Tutorial	Online discussion of Week 6 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 2: Translational Piece
	Assessment	Week 6 Quiz: Due 11:59pm Sunday Assessment 2 Translational Piece: Due 11:59pm Sunday

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

Each week this course typically consists of 2 hours of online lecture material, 2 hours of online

tutorial classes (synchronous and asynchronous options), and 1-2 hours of online activities. Students are expected to spend additional time each week to complete self-determined study, and work on assessments, readings, and exam preparation.

Course Resources

Prescribed Resources

There is no prescribed textbook for this course. There are optional, supplementary readings and activities relating to each set of lectures and tutorials that will be made available on Moodle.

Recommended Resources

[UNSW Library](#)

[Academic skills](#)

[ELISE](#)

[Turnitin](#)

[Student Code of Conduct](#)

[Academic integrity and plagiarism](#)

[Email policy](#)

[UNSW Anti-racism policy statement](#)

[UNSW Equity, Diversity and Inclusion Policy](#)

Course Evaluation and Development

At the end of term students are strongly encouraged to complete the myExperience survey to provide feedback on the course and teaching. This feedback is used to improve the learning experience of future students.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Stephanie Ro ughley				By appointment	Yes	Yes
Administrator	Deliana Freky				By appointment	No	No

Other Useful Information

School Contact Information

For GD Psych courses (PSYC5001 - PSYC5010), please email: gdpsychology@unsw.edu.au.

For GCChildDev courses (PSYC5111 - PSYC5116), please email: gcchilddev@unsw.edu.au