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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

# 1. General Course Information

## 1.1 Course Details

<b>COURSE CODE</b>	1011PSY
<b>COURSE TITLE</b>	Psychology in Professional Contexts
<b>ACADEMIC ORGANISATION</b>	PSY School of Applied Psychology
<b>TRIMESTER</b>	Trimester 1 2022
<b>MODE</b>	Blended
<b>LEVEL</b>	Undergraduate
<b>LOCATION</b>	Gold Coast, On Campus
<b>CREDIT POINT VALUE</b>	10

## Course Description:

You will learn what core skills are gained through the study of psychology and how these are used in the various professional contexts that psychology graduates are qualified to work in. You will learn psychology theories that inform how people come to understand themselves as they relate to the world of work and their place in it and how this understanding of themselves can change across the lifespan. Relevant careers in counselling, community and welfare, human resources, justice, marketing, policy, professional psychology, and social research are described. You will gain skills in selecting a suitable study pathway, selecting appropriate elective courses, and identifying paid and volunteer work opportunities that will enhance your employability in these areas. You will be able to describe the role of ethics, interprofessional learning, work integrated learning, and ongoing professional development in a successful career. Additional skills are gained in building a professional profile, including through LinkedIn and other public portfolios, and in managing your public identity on social media. Prerequisites: NIL Co-requisites: NIL Incompatible: NIL

## Assumed Background:

This is a foundation year course, and as such students are not required to have background knowledge.

## 1.2 Course Introduction

The knowledge and skills developed in this course will support you in going on to achieve your personal, academic, and career goals. You will understand the links between knowledge, professional attributes and skills that will be developed through your degree. This will include understanding the role of psychological literacy, professionalism, psychological flexibility, interpersonal capacity, and life-wide learning in the development in a successful career, as well as being familiar with the regulations and practicalities of a psychologically literate professional (ethics, inter-professional learning, ongoing professional development).

You will gain skills in developing your career, through exploring possible career pathways in psychology, counselling, community and welfare services, human resources, justice and corrections, marketing, policy development, and social research; and in selecting a suitable study pathway, including making the most of choosing elective courses, and identifying paid and volunteer work opportunities that will enhance your employability in your chosen career. Skills in building, documenting and evidencing your professional profile through e-portfolios, and in managing your public identity on social media will also be developed to further enhance your future career prospects.

## Previous Student Feedback

Student feedback from previous years shows that students enjoy the opportunities to develop better understand their self in relation to career goals and university study, and the personal assessment tasks.

Based on feedback, improvements have been made, including increased opportunities to explore a range of career pathways throughout the course.

## 1.3 Course Staff

Primary Convenor **Dr Macie Alavi**

<b>EMAIL</b>	<a href="mailto:m.alavi@griffith.edu.au">m.alavi@griffith.edu.au</a>
<b>CAMPUS</b>	Mt Gravatt Campus
<b>BUILDING</b>	Psychology (M24)
<b>ROOM</b>	02

## 1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

### Additional Timetable Information

This course is taught in a blended mode with approximately 2 hours of online materials (mini lectures, videos, quizzes, and activities) that you need to work through in your own time each week (i.e., asynchronous online learning activities). This will be complemented by weekly required readings and small group classes on campus (or online in some cases) where you will interact, develop and practice skills related to the online content and readings. There will be some live online sessions (synchronous sessions) at the start, middle, and end of trimester designed to cover the "big picture", including assessment requirements and feedback. You will also need to spend additional time in independent study related to course assessment on a weekly basis.

## 1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

## 1.6 Technical Specifications

Student will not require additional computer access beyond what is usually required.

However, students will need to have access to an audio/video recording device for an assessment task. Smartphone applications are suitable.

# 2. Aims, Outcomes & Graduate Attributes

## 2.1 Course Aims

This course will facilitate your understanding of psychological and counselling knowledge, skills and professional attributes, and how they are relevant in a number of professional contexts (including but not limited to psychologist and counsellor). To achieve this, the course will facilitate your exploration of various career options, identification of career goals, and help you learn central underpinnings of professional conduct, including ethics, professionalism and inter-professional collaboration.

In building the foundations for your career development, the course will also facilitate your understanding and development of the key attributes, values, and skills relevant in the workplace and beyond.

Moreover, the course will enable you to move forward in achieving your future academic and career and professional goals. More specifically, you will be guided in developing a professional identity through building a professional profile and an e-portfolio that you can use to showcase your professional development throughout your studies and beyond.

## 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Identify core psychological and counselling knowledge, values, skills, and professional attributes in different professional contexts.
- 2 Demonstrate knowledge of professional conduct especially relating to ethical conduct, inter-professional collaboration, and professionalism.
- 3 Describe the connections between the course content and its relevance to you personally and professionally, including identification of future potential employment opportunities and career pathways.
- 4 Demonstrate foundational professional capabilities and competencies, including reflective practice, self-awareness, critical thinking, and interpersonal competence and skills.

5 Effectively use professional tools such as e-portfolios, to document your current knowledge, skills, and experience related to your future career goals.

## 2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	
Effective in culturally diverse and international environments	•		

## 3. Learning Resources

### 3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

### 3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

### 3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

**Readings:** From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

**Learning@Griffith:** There is a dedicated page for this course at myGriffith.

**Academic Integrity Tutorial:** This tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

**Student Support:** Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

**Careers and Employment:** The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

**Library:** The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

**Student Computing:** The University provides access to common use computing facilities for educational purposes.

[Griffith Information Technology Code of Practice](#).

### 3.5 Other Learning Resources & Information

**REDBOOK:** Writing for Psychology and the Behavioural Sciences is a Griffith University Psychology online resource that will help you to develop skills in writing and preparing documents according to the American Psychological Association (APA) 6th edition style manual. The link is: <https://sites.google.com/a/griffith.edu.au/redbook/>

**Griffith Health Writing and Referencing Guide:** is an interactive, online resource to enhance students' confidence and capability in relation to academic writing and referencing.

<https://sites.google.com/a/griffith.edu.au/griffith-health-writing-and-referencing-guide/>

# 4. Teaching & Learning Activities

## 4.1 Learning Activities

### Online Content

Week Commencing	Activity	Learning Outcomes
14 Mar 22	<p><b>Weekly Learning Modules (Online Content):</b> The focus of 1011PSY is on your career, personal and professional development, and on learning about the components that underpin psychology and counselling professionals in a wide range of contexts. A series of online interactive learning elements are developed and are intended to be completed throughout the trimester. These will include mini-lectures, extra educational videos such as Ted Talks, and as well as activities that provide you with an opportunity to build and practice important academic, generic, and personal skills necessary for successful career development (e.g., skills for reflective writing or critical thinking).</p> <p>These online weekly modules are integrated with tutorial classes, and focus on facilitating your understanding of the role of professional knowledge and skills and how to develop these through university study and beyond. We ask the question, what does a psychology or counselling professional look like? What is essential for moving towards that image? This will be underpinned by a framework of life-wide learning underpinning self and professional identity. The components of this framework form the structure for the course:</p> <ul style="list-style-type: none"> <li>- psychological literacy</li> <li>- psychological flexibility</li> <li>- interpersonal capacity</li> <li>- professionalism</li> <li>- life and work experiences</li> </ul> <p>Weekly modules and the "Course Learning Guide" document (instead of a textbook) will introduce each of these components, and facilitate your understanding of how they relate to your developing career and your current/future self. You will also be guided in self-assessment, learning and practicing the skills which underpin these key components, such as critical thinking, reflective writing, emotional intelligence, perspective taking, self-regulation, values-identification and values-based action.</p> <p>You will be introduced to a range of different psychology and counselling related professions through a number of interviews with experienced professionals, and will have the opportunity to learn about potential career paths. You will be supported in developing a personal career profile, integrating and documenting evidence from a variety of different work and learning experiences, and exploring how experiences such as work-integrated learning and volunteering can build a professional identity.</p> <p>Finally, three online lectures throughout the trimester will provide further opportunities for you to learn about the course, the required activities and guidelines on assessment items.</p> <p>A week-by-week breakdown of lecture content is provided for students on each campus via Learning@Griffith.</p>	1, 2, 3, 4, 5

### Tutorial Series

Week Commencing	Activity	Learning Outcomes
	<b>Tutorials (Tutorial Series):</b> Classes are scheduled in weeks 2, 4, 6, 8, 10 and 12 of the trimester.  On-campus tutorial classes occur fortnightly throughout the trimester, and support learning of lecture content and practical application on key concepts. Students are also provided with support in learning to use PebblePad, an eportfolio software platform that is used for online workbook activities and assessment tasks.	
14 Mar 22 - 15 Jun 22	Week 2 - Getting to know PebblePad  Week 4 - Lifewide learning and Psychological Literacy  Week 6 - Career focussing and planning  Week 8 - Psychological Flexibility  Week 10 - Interpersonal Capacity  Week 12 - Professionalism	1, 2, 3, 4, 5

## 4.2 Other Teaching and Learning Activities Information

This course is taught via 4 synchronous online lectures, 6 asynchronous online weekly modules, and fortnightly 1-hour on-campus tutorial classes. Learning in online lectures and face-to-face tutorials is further developed with associated online activities using PebblePad.

Classes and associated online activities are designed to develop deeper knowledge, as well as to provide an opportunity to clarify, consolidate, critically evaluate, and extend knowledge of key topics and issues. These learning activities will also enable students to develop academic, personal, and professional skills. Attendance at tutorials and completion of online activities are both essential. Non-attendance of classes will severely disadvantage students' chances of completing the course successfully.

## 5. Assessment Plan

### 5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Portfolio - evidence</i> A1 - Personal Profile	4 Apr 22 23:59 Week 4	15%	15 marks	3, 4, 5	
<i>Assignment - Research-based Assignment</i> A2 - Professional Interview & Reflection	1 Jun 22 23:59 Week 11	45%	45 marks	1, 2, 3, 4, 5	
<i>Exam - selected response</i> A3 - End of Trimester Exam	Examination Period	40%	40 marks	1, 2, 3, 4	

### 5.2 Assessment Detail

**Title:** A1 - Personal Profile

**Type:** Portfolio - evidence

**Learning Outcomes Assessed:** 3, 4, 5

**Due Date:**

4 Apr 22 23:59 Week 4

**Weight:** 15%

**Marked out of:** 15

**Task Description:**

Students will be guided in doing an online task that begins their learning in this course, and asks them to consider "who am I, and where am I going?".

This task is completed using PebblePad, and involves creating a Portfolio with two pages:

1. On the first page, students create a personal profile, which includes written section that presents an overview of who they are and where they are going in life and career. This is integrated with other media of their own choice (such as images, music, video) (150 words max); and
2. students then reflect on their profile, and on a second page they provide written responses that address questions regarding their career goals, and the personal strengths or attributes that are evident in their profile. These reflective questions are provided to students (450 words max).

Examples are provided to help guide students in the task.

**Criteria & Marking:**

Specific details and marking criteria will be provided on learning@griffith.

**Submission:** Via the 'Assignments' tool in Learning@Griffith. Completed in Pebblepad, and shared for assessment to the 1011PSY workspace.

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

**Title:** A2 - Professional Interview & Reflection

**Type:** Assignment - Research-based Assignment

**Learning Outcomes Assessed:** 1, 2, 3, 4, 5

**Due Date:**

1 Jun 22 23:59 Week 11

**Weight:** 45%

**Marked out of:** 45

**Task Description:**

1. This task requires you to interview someone you know who has a relatively well-established career (it can be anyone at all - your neighbour, aunt, father, sister, cousin, friend, personal trainer, or dog's vet!). You will be provided with a set of questions to guide your interview. You will need to video-record the interview, and include this as evidence in your submitted assessment. There is no limit of how long your interview must be, but only include at least 5 minutes of your video as part of your submission.
2. Based on your interview, you will write a summary of your interviewee's career story that includes the important points from all of the questions provided (300 words maximum). Then, reflecting on your experience of interviewing this person, and considering their career story, write a personal response/reflection that details what you have learned from this person in terms of developing and managing your own career. Reflective questions that you must address in your writing will be provided (900 words maximum).

This task has a total word limit of 1200 words.

**Criteria & Marking:**

You will be awarded marks based on your ability to demonstrate that you have effectively interviewed someone according to the provided set of questions and have been able to reflect on their career story and apply it to developing and managing your own career.

Marking criteria will be provided on learning@griffith.

**Submission:** Via the 'Assignments' tool in Learning@Griffith. Via the 'Assignments' tool in Learning@Griffith. Completed via PebblePad, and submitted for assessment to the 1011PSY Workspace

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

**Title:** A3 - End of Trimester Exam

**Type:** Exam - selected response

**Learning Outcomes Assessed:** 1, 2, 3, 4

**Due Date:**

Examination Period

**Weight:** 40%

**Marked out of:** 40

**Duration:** 90 minutes

**Exam Type:** Open Book

**Exam Format:** Online (Non-ProctorU)

**Task Description:**

Students are required to complete an exam at the end of Trimester, based on the content presented in weekly modules, during classes and in the Course Learning Guide.

The exam will contain 80 multiple-choice questions (worth 0.5 marks each; 40 marks total) based on scenarios provided, requiring students to demonstrate their capacity to think reflectively and critically about acquired knowledge, skills and attributes. Questions will assess understanding of and critical thinking about key topics presented in this course.

**Criteria & Marking:**

Questions will assess understanding and critical thinking of key topics presented in this course. Students will be provided with a formative (practice) quiz in the weeks before in order to prepare for this assessment.

**This assessment item:**

- is a centrally organised activity
- is an individual activity
- does not include a self assessment activity
- is a non-standard duration examination

## 5.3 Late Submission

**For all courses (other than Honours Dissertation Courses):** Refer to the [Assessment Procedure for Students](#).

**For all Honours Dissertation courses:** Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

## 5.4 Other Assessment Information

**Supplementary Assessment** is available in this course.

Supplementary assessment may be awarded if you have submitted all the assessment requirements of the course, and you have received a grade of 3 or have achieved an overall percentage equivalent to the grade of 3 or higher, but you have not achieved a pass or the required minimum mark in one or more mandatory pass components of the course.

You are allowed one attempt at a supplementary assessment item per course per trimester. If you gain a pass mark for your supplementary assessment item, you will be awarded a grade of 4.

Where you do not achieve a pass mark for the supplementary assessment item, the original grade of 3 for the course will remain, except for courses using the Medical School grading basis where a non-graded fail (NGF) is awarded.

Please see the [Assessment Procedure for Students](#) for more information.

### Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

## 6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

### 6.1 Assessment Related Policies and Guidelines

#### University Policies & Guidelines

The University's policies can be found in the [Griffith Policy Library](#).

Specific assessment policies include:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

### PSY School of Applied Psychology

#### Assessment Guidelines

The American Psychological Association Referencing Style (7<sup>th</sup> Edition) [APA 7] is the preferred standard for this course.

### 6.2 Other Policies and Guidelines

#### University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

#### Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

#### Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

#### Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#). Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health, Safety and Wellbeing Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

# Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

## Learning Outcomes

After successfully completing this course you should be able to:

- 1 Identify core psychological and counselling knowledge, values, skills, and professional attributes in different professional contexts.
- 2 Demonstrate knowledge of professional conduct especially relating to ethical conduct, inter-professional collaboration, and professionalism.
- 3 Describe the connections between the course content and its relevance to you personally and professionally, including identification of future potential employment opportunities and career pathways.
- 4 Demonstrate foundational professional capabilities and competencies, including reflective practice, self-awareness, critical thinking, and interpersonal competence and skills.
- 5 Effectively use professional tools such as e-portfolios, to document your current knowledge, skills, and experience related to your future career goals.

## Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
<b>Weekly Learning Modules (Online Content)</b>	●	●	●	●	●
<b>Tutorials (Tutorial Series)</b>	●	●	●	●	●
<b>ASSESSMENT TASKS</b>					
<b>A1 - Personal Profile</b>			●	●	●
<b>A2 - Professional Interview &amp; Reflection</b>	●	●	●	●	●
<b>A3 - End of Trimester Exam</b>	●	●	●	●	

## Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	
Culturally capable when working with First Australians			
Effective in culturally diverse and international environments	•		