



## 1. General Course Information

### 1.1 Course Details

|                            |   |
|----------------------------|---|
| <b>Course Code:</b>        | <b>1011PSY</b>                                      |
| <b>Course Name:</b>        | <b>Psychology in Professional Contexts</b>          |
| <b>Trimester:</b>          | <b>Trimester 1, 2025</b>                            |
| <b>Program:</b>            | <b>Diploma of Social and Psychological Sciences</b> |
| <b>Credit Points:</b>      | <b>10</b>   |
| <b>Course Coordinator:</b> | <b>Jesse Rostagno</b>                               |
| <b>Document modified:</b>  | <b>January 2025</b>                                 |

### Course Description

In this course you will learn what core skills are gained through the study of psychology or counselling and how these are used in the various professional contexts that psychology or counselling graduates are qualified to work in. You will learn psychology and counselling 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

### Assumed Knowledge

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

Prerequisites: NIL Co-requisites: NIL Incompatible: NIL

## 1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

| Name           | Email                                 |
|----------------|---------------------------------------|
| Jesse Rostagno | Jesse.rostagno@griffithcollege.edu.au |

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

For accessing content before and after class, all students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable).

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

This course aims to provide students with the knowledge and skills to achieve personal, academic, and career goals. Students will understand the links between knowledge, professional attributes and skills that will be developed through their 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).

Students will gain skills in developing their 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 their employability in your chosen career. Skills in building, documenting, and evidencing a professional profile through e-portfolios, and in managing their own public identity on social media will also be developed to further enhance future career prospects.



### 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 Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

| Graduate Capabilities and Employability Skills |                                   |  | Focus within this course |
|--|-----------------------------------|--|--------------------------|
| Interacting with People                        | Teamwork                          |  |                          |
|  | Communication                     |  | ✓                        |
|  | Respect for Culture and Diversity |  | ✓                        |
| Readiness for the Workplace                    | Problem Solving                   |  |                          |
|  | Planning and Organisation         |  | ✓                        |
|  | Creativity and Future Thinking    |  | ✓                        |



## 3. Learning Resources

### 3.1 Required Learning Resources

There is no textbook for this course, however there will be required weekly readings and activities on the course site which must be completed before each week's class. These learning materials, readings and weekly module guides will be made available to you through the course site. No additional purchases will be required.

### 3.2 Recommended Learning Resources

All required and recommended resources will be provided

### 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- [Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- [Academic Integrity](#) - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

### 3.4 Other Information about your Learning

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

#### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

#### Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

#### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

#### Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal

to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].

### **International students enrolled in Language Development Modules (LDM100 / LDM200)**

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.






### **Teacher and Course Evaluation**

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

| Week                       | Learning Content<br>(Before Class)  | Learning Experiences<br>(In Class)  | Learning Activities<br>(After Class)  | Evidence of Learning<br>(Assessment)  | Learning Outcome  |
|----------------------------|---|---|---|---|---|
|                            |  |      |  |  |  |
| <b>1</b>                   | <b>Module 1 – Self &amp; Professional Development</b>                             | Course Introduction<br>Lifewide Learning  | Workbook Activities<br>Module Review Quiz   |   | 1,2,3,4,5   |
| <b>2</b>                   | <b>Module 2 – Psychological Literacy Part 1</b>                                   | Psychological Literacy<br>Scientific Literacy and Global Citizenship                  | Workbook Activities<br>Module Review Quiz   |   | 1,2,3,4,5   |
| <b>3</b>                   | <b>Module 2 – Psychological Literacy Part 2</b>                                   | Psychological Literacy<br>Critical and Reflective Thinking                            | Workbook Activities<br>Critical/Reflective Knowledge Activity                     |   | 1,2,3,4,5   |
| <b>4</b>                   | <b>Module 3 – Career Focusing and Planning Part 1</b>                             | Career Focusing and Planning for Psychology and Counselling<br>Career Development     | Workbook Activities<br>Module Review Quiz   | A1: Personal Profile (15%)  | 3, 4, 5   |
| <b>Mid-Trimester Break</b> |   |   |   |   |   |
| <b>5</b>                   | <b>Module 3 – Career Focusing and Planning Part 2</b>                             | Continued - Careers<br>Values and Career Construction                                 | Workbook Activities<br>Module Review Quiz   |   | 1,2,3,4,5   |
| <b>6</b>                   | <b>Module 4 – Psychological Flexibility Part 1</b>                                | Psychological Flexibility<br>The Brain and Psychological Flexibility                  | Workbook Activities<br>Module Review Quiz   |   | 1,2,3,4,5   |
| <b>7</b>                   | <b>Module 4 – Psychological Flexibility Part 2</b>                                | Psychological Flexibility Continued<br>Resilience, Mindfulness and Cognitive Defusion | Workbook Activities<br>Module Review Quiz   |   | 1,2,3,4,5   |
| <b>8</b>                   | <b>Module 5 – Interpersonal Capacity Part 1</b>                                   | Interpersonal Capacity<br>Self-Awareness and Vulnerability                            | Workbook Activities<br>Module Review Activity                                     |   | 1,2,3,4,5   |

|                        |   |  |   |   |           |
|------------------------|---|--|---|---|-----------|
| 9                      | <b>Module 5 – Interpersonal Capacity Part 2</b> | Interpersonal Capacity Continued<br>Personality, Values and Emotional Intelligence | Workbook Activities<br>Module Review Activity |   | 1,2,3,4,5 |
| 10                     | <b>Module 6 – Professionalism Part 1</b>        | Professionalism<br>Code of Ethics, Confidentiality, and Informed Consent           | Workbook Activities<br>Module Review Activity |   | 1,2,3,4,5 |
| 11                     | <b>Module 6 – Professionalism Part 2</b>        | Professionalism<br>Collaboration, Professional Identity and Ethics                 | Workbook Activities<br>Module Review Activity | A2: Professional Interview & Reflection (45%) | 1,2,3,4,5 |
| 12                     | <b>Final Week – Course Review</b>               | Course Review<br>Practice Questions  |   |   | 1,2,3,4,5 |
| <b>Final Exam Week</b> |   |  |   | Final Exam (40%)                              | 1,2,3,4   |



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

|   | Evidence of Learning (Assessment)   | Weighting   | Learning Outcome   | Due Date  |
|---|---|---|--|---|
|   |  |  |  |  |
| 1 | A1: Personal Portfolio  | 15%   | 3,4,5  | Week 4  |
| 2 | A2: Professional Interview & Reflection   | 45%   | 1,2,3,4,5  | Week 11   |
| 3 | A3: End of Trimester Exam   | 40%   | 1,2,3,4  | Exam Period   |

## Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Please note that generative artificial intelligence (GenAI) applications are **not permitted** to be used for assessment content creation, translation or extensive language assistance unless specifically identified in the assessment guidelines. Where permission is given for the use of GenAI applications for assessment content creation, appropriate referencing must occur.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (GenAI) tools in relation to formative and summative assessment tasks (including how to cite GenAI tools, if relevant). It should be noted that Turnitin provides teaching staff with a GenAI percentage indicator as well as an Originality Report which detects plagiarism

### 1. Evidence of Learning Task 1: A1: Personal Portfolio (15%)

**Task Type:** Assignment – Written Assignment

**Due Date:** Week 4

**Weight:** 15%, Marked out of: 15

**Task Description:** Students will be guided in creating a 'Portfolio' 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 an online platform, 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 will 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 will be provided to help guide students in the task. More details will be available on the course site.

**Criteria and Marking:** Specific details and marking criteria will be provided on the course site.

**Submission:** Online platform, Students will be given specific details on the course site and in class.

### 2. Evidence of Learning Task 2: A2: Professional Interview and Reflection (45%)

**Task Type:** e.g. Assignment – Written Assignment with a Video Recorded Interview Segment

**Due Date:** Week 11

**Weight:** 45%, Marked out of: 45

**Length:** 1200 Words (plus a minimum of 5 minutes of their interview recording)

**Task Description:** 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.

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).

**Criteria and 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 the course site.

**Submission:** Details will be provided on the course site.

### 3. Evidence of Learning Task 3: End of Trimester Exam (40%)

**Task Type:** Examination

**Due Date:** Exam Week

**Weight:** 40%, Marked out of: 80

**Duration:** 2 hours

**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 on the course site.

The exam will contain both multiple-choice and short answer questions 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 and 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.

**Submission:** Final Exam on Campus.

In order to pass this Course, students must:

- A. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**
- B. Achieve a combined score of at least 50% overall for assessment items.**

## 5.2 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

## 5.3 Other Information about Evidence of Learning

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

### Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website – [Policy Library](#) for guidelines regarding extensions and deferred Evidence of Learning Tasks.

### Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*



## 6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students at the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

### **Reasonable Adjustments for Evidence of Learning Tasks –**

The [Disability Services Policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are not out of the ordinary risks associated with this course.

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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.