



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Social and Emotional Wellbeing and Learning

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SPE	3004	91523	2, 2009	WEB	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070113

STAFFING

Examiner: Stephen Hughes
Moderator: Linda De George-Walker

REQUISITES

Pre-requisite: Students must be enrolled in the following Program: BEDU

RATIONALE

Modern schools are becoming increasingly complex social environments as the forces of change impact on families, economics, technology, culture, roles of government and workplace reform. Influences such as globalisation, information technology development, increased social and cultural diversity, shifting patterns of wealth and disadvantage, and the ongoing explosion of knowledge are leading to unprecedented levels of social and emotional stress across the social spectrum. Young people are being challenged to live with complexity, uncertainty and diversity more so in current times than ever before. Most young people cope well and adjust to the demands of contemporary life with support from families, friends, schools and other social networks. An increasing number however, are showing signs of distress. Mental health problems, adjustment difficulties and mental illness are reported at very high rates in Australian society and globally. The World Health Organisation has predicted that a mental illness, depression, will be the second greatest 'burden of disease' on planet earth by 2020. Schools play a crucial role in promoting health and wellbeing in their communities, and increasingly society is turning to education as a major influence on the mental health outcomes for future generations of Australians.

SYNOPSIS

This course is designed to assist pre-service educators develop an awareness of the nature of risk and protective factors that can have an impact on a young person's social-emotional wellbeing and mental health. Students will participate in a range of learning contexts to develop knowledge of the warning signs of possible mental health problems and/or illness, the curriculum and pedagogical innovations that promote wellbeing in their students and school communities, and respond to students in distress or showing signs of social-emotional distress. A health promotion model will be introduced and students will explore practical and innovative ways to promote health-enhancing

cultures in their classrooms and school communities. The value of initiatives that enhance academic outcomes through social-emotional learning in the classroom will feature as a way to motivate schools to generate and implement policies dealing with social and emotional wellbeing. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. identify protective and risk factors associated with social and emotional wellbeing across a range of contexts (Scenario & Group Task)
2. critically discuss the value and application of a health promoting schools model in addressing social and emotional wellbeing issues (Scenario & Group Task)
3. discuss the role of the teacher in the promotion of social and emotional wellbeing identify and describe factors that lead to student alienation, and explore response strategies across a range of contexts (Group Task)
4. identify the characteristics of at-risk students and apply a response framework (Scenario)
5. demonstrate an understanding of the role of social and emotional learning in the promotion of social and emotional wellbeing and improved academic outcomes (Group Task)
6. demonstrate knowledge, understanding and application of course content using appropriate personal, professional and academic literacies, including effective use of ICT to support learning (Scenario & Group Task)
7. demonstrate application of information literacy skills including critical and reflective thinking (Scenario & Group Task)
8. demonstrate application of language and literacy skills, including spelling, grammar, punctuation and bibliographic referencing (Scenario & Group Task)

TOPICS

	Description	Weighting (%)
1.	Rationale for taking action on Social & Emotional Wellbeing and Learning in schools. Topics include: Health promoting schools framework.	10.00
2.	A variety of contexts impact on individual and collective Social & Emotional Wellbeing and learning. Topics include: Population Health Information, Developmental Processes, Family Context, Socio-cultural and Socio-economic influences, Individual characteristics and resilience	20.00
3.	Risk and protective factors exist for individuals and communities. Topics include: Mental Illness, Bullying, Loss & Grief, Alcohol, Tobacco and other Drugs, Stress	20.00
4.	A response framework can be used to engage young people in a help seeking process. Topics include: Case studies in responding to young people in distress, Analysis of risk & protective factors, Application of a response framework. (Indigenous perspectives are important in this topic especially)	20.00

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| 5. | Social & Emotional Learning can promote resilience in school communities. Topics include: Social & Emotional Learning, Pedagogy to promote SEL, ICT and Mental Health Promotion (Indigenous perspectives are significant in this module) | 20.00 |
| 6. | A whole of school approach is best in promoting SEW & SEL. Topics include: The tripartite model of whole of school responses to SEW & SEL promotion. Teacher self care is a key ingredient in whole of school initiatives. | 10.00 |

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

No set text for this course. Reference materials are included in resource CD.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library>. The gateway to education resources is here ... <http://www.usq.edu.au/library/faculties/education/default.htm>

Australian Health Ministers 2003, *National mental health plan 2003-2008*, Australian Government, Canberra.

Australian Health Ministers 2004, *Cultural respect framework for Aboriginal and Torres Strait Islander health 2004-2009*, Department of Health, South Australia.

Commonwealth Department of Health and Aged Care 2000, 'Mind matters: a mental health promotion resource for secondary schools. DHAC, Canberra' (Available: <http://online.curriculum.edu.au/mindmatters/index.htm>) [Accessed 21 08 2008]

Commonwealth Department of Health and Aged Care 2000, 'Mindmatters: a mental health promotion resource for secondary schools' (Available: <http://cms.curriculum.edu.au/mindmatters/index.htm>) [Accessed 21 08 2008]

Commonwealth of Australia (n.d.) *A national framework for health promoting schools (2002-2003)*, Author, Canberra.

McGrath, H & Noble, T 2003, *Bounce back: teacher's handbook*, Pearson Education Australia, Frenchs Forest.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	32.00
Directed Study	32.00
Lectures	20.00
Private Study	30.00
Tutorials	26.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date	Objectives assessed	Graduate skill	Level assessed
RESPONSE TO SCENARIO	35.00	35.00	11 Sep 2009	1, 2, 4	U2, U3, U4, U5, U8	3, 3, 3, 3, 3
GROUP TASK	65.00	65.00	20 Oct 2009	1, 2, 3, 5	U1, U3, U4, U5, U6, U8, U9	3, 3, 3, 3, 3, 3, 3

GRADUATE QUALITIES AND SKILLS

Elements of the following Graduate Skills are associated with the successful completion of this course.

Graduate skill assessed	Level assessed
Ethical Research & Enquiry (Skill U1)	Advanced (Level 3)
Problem Solving (Skill U2)	Advanced (Level 3)
Academic & Professional Literacy (Skill U3)	Advanced (Level 3)
Written & Oral Communication (Skill U4)	Advanced (Level 3)
Interpersonal Skills (Skill U5)	Advanced (Level 3)
Teamwork (Skill U6)	Advanced (Level 3)
Managmt, Planning & Org Skills (Skill U8)	Advanced (Level 3)
Creatvty, Initiative & Entrprse (Skill U9)	Advanced (Level 3)

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:

To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.

3 Penalties for late submission of required work:

If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.

4 Requirements for student to be awarded a passing grade in the course:

To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.

5 Method used to combine assessment results to attain final grade:

The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.

6 Examination information:

There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:

As there are no examinations in this course, there will be no deferred or supplementary examinations.

8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm>

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and have Internet access to UConnect for this course.
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