EDUC20074 Positive Communities and Organisations

Credit Points:	12.5
Level:	2 (Undergraduate)
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry.The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison website: http://www.services.unimelb.edu.au/disability
Coordinator:	Dr Gavin Slemp
Contact:	**Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE)** Call: 13 MELB (13 6352)
Subject Overview:	In this subject, students will explore how theories on wellbeing, ethics and virtues are being applied to education settings, workplaces and communities. Students will investigate key questions such as: What are the building blocks of lasting wellbeing in youth and adulthood? What are the ways wellbeing skills can be learned? What are the issues to consider? How can workplaces foster wellbeing in employees and assist their local communities to thrive? Students will present case studies on how wellbeing insights are being taught and applied in school, organisation or community settings; understand the role of wellbeing and virtues with respect to both subjective and objective outcomes; and consider implications of cross-cultural issues as well as trends in wellbeing policy.
Learning Outcomes:	Students will: ＃ Understand the impact of wellbeing on health, social outcomes and achievement. ＃ Develop ways the skills of wellbeing can be taught in education settings. ＃ Understand the role of strengths-based versus deficit-based teaching approaches. ＃ Explore the role of corporations needing to be virtuous, ethical and socially responsible.
Assessment:	There are two assessment tasks: 1500-word analysis of role of wellbeing theory in education. Due mid-semester, 35% 2500-word case study and analysis of a school or organisation that is successfully applying wellbeing theory. Due end of semester, 65% Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prescribed Texts:	Readings will be posted on the LMS.

Recommended Texts:	Cameron, K. S., Dutton, J. E., & Quinn, R. E. (2003) (Eds.), *Positive Organizational Scholarship: Foundations of a New Discipline.* Berrett-Koehler, San Francisco.
Breadth Options:	This subject potentially can be taken as a breadth subject component for the following courses: # **Bachelor of Arts (https://handbook.unimelb.edu.au/view/2015/B-ARTS)** # **Bachelor of Biomedicine (https://handbook.unimelb.edu.au/view/2015/B-BMED)** # **Bachelor of Commerce (https://handbook.unimelb.edu.au/view/2015/B-COM)** # **Bachelor of Environments (https://handbook.unimelb.edu.au/view/2015/B-ENVS)** # **Bachelor of Music (https://handbook.unimelb.edu.au/view/2015/B-MUS)** # **Bachelor of Science (https://handbook.unimelb.edu.au/view/2015/B-SCI)** # **Bachelor of Engineering (https://handbook.unimelb.edu.au/view/2015/B-ENG)** You should visit **learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html)** and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject, students will able to: # initiate and implement constructive change in their communities through knowledge of innovative methods and tools to teach wellbeing skills. # engage in meaningful public discourse, with a profound awareness of community needs and the relationship between wellbeing and performance outcomes. # expand their analytical and cognitive skills through learning that draws on multiple disciplines, including education, psychology, and business.
Links to further information:	http://education.unimelb.edu.au/study_with_us/breadth/positive_individuals,_organisations_and_communities#positive
Related Breadth Track(s):	Positive individuals, organisations and communities