



PBHL20007 *Cultural Immersion and Lived Experience*

Term 2 - 2019

Profile information current as at 04/05/2024 05:51 pm

All details in this unit profile for PBHL20007 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In an increasingly mobile world, many people are experiencing periods of time immersed in different cultural contexts, either as part of our work, study, volunteering or leisure. This unit provides you with theoretical and scholarly support for cultural immersion at the point of experiencing it in order to help deepen your understanding of yourself and of your new cultural context. Cultural immersion can be a potentially powerful transformative learning experience if undertaken with such support and can develop effective cultural competence skills and knowledge. As this unit explores cultural disruption, it is recommended you take this unit at the beginning of a cultural immersion experience. The unit content will help you to make sense of the disruption and support you in developing strategies and resources to facilitate cultural integration and the development of respectful cross-cultural relationships.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2019

- Cairns
- Melbourne
- Online
- Sydney

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Work**

Weighting: 50%

2. **Reflective Practice Assignment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Self-reflection

Feedback

Students have difficulty understanding reflective process and how it applies to real practice demands.

Recommendation

Case studies be used more extensively to illustrate connection between theory and practice to assist students in understanding the reflective process.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain the experiences of cultural disruption and integration
2. Identify community and institutional strategies and resources that enable cultural integration
3. Critically reflect on own experiences of cultural disruption and integration
4. Critically reflect on developing and maintaining respectful cross-cultural relationships.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Group Work - 50%	•	•		
2 - Reflective Practice Assignment - 50%			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○	○	○
3 - Cognitive, technical and creative skills				
4 - Research				
5 - Self-management	○	○	○	○
6 - Ethical and Professional Responsibility	○	○	○	○
7 - Leadership				
8 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Group Work - 50%	○	○			○	○		
2 - Reflective Practice Assignment - 50%	○	○			○	○		

Textbooks and Resources

Textbooks

PBHL20007

Prescribed

Reflective Practice

Edition: 5th (2018)

Authors: Bolton and Delderfield

Sage

London, New Delhi, Singapore, Washington DC, Melbourne

ISBN: 9781526411709

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
What is culture?	Bolton, G & Delderfield, R 2018, <i>Reflective practice: writing and professional development</i> , Sage Publications, London, Chapter 1, pp. 1-24.	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cultural disruption	Bolton, G & Delderfield, R 2018, <i>Reflective practice: writing and professional development</i> , Sage Publications, London, Chapter 2, pp. 25-50.	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Cultural disruption (Cont.)

Bolton, G & Delderfield, R 2018, *Reflective practice: writing and professional development*, Sage Publications, London, Chapter 3, pp. 51-77.

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cultural consonance	Dressler, W. W., Balieiro, M. C., & Dos Santos, J. E. (2018). What You Know, What You Do, and How You Feel: Cultural Competence, Cultural Consonance, and Psychological Distress. <i>Frontiers in Psychology</i> , 8, 2355. doi:10.3389/fpsyg.2017.02355	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cultural integration	Berry, J.W. (1997) Immigration, Acculturation and Adaptation. <i>Applied Psychology International Review</i> , 46, 5-34.	

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Group Presentations		Groups presentations (assessment 1) will be held in tutorials this week. Information about this assessment is contained in this unit profile, in the study guide for the unit, and on Moodle. Group Presentation Due: Week 6 Friday (30 Aug 2019) 11:45 pm AEST

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Critical reflective practice: autobiography and autoethnography	Bolton, G & Delderfield, R 2018, <i>Reflective practice: writing and professional development</i> , Sage Publications, London, Chapter 4, pp. 78-96.	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Metaphor, the analysis of visual images and Photovoice	Bolton, G & Delderfield, R 2018, <i>Reflective practice: writing and professional development</i> , Sage Publications, London, Chapter 6, pp. 121-134.	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic

Manifest and latent content, evocation, and values in visual images

Drew, S and Guillemin, M, 2014, From photographs to findings: visual meaning-making and interpretive engagement in the analysis of participant-generated images, *Visual Studies*, 29:1, 54-67.

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Using literature and collaboration in reflective writing	Bolton, G & Delderfield, R 2018, <i>Reflective practice: writing and professional development</i> , Sage Publications, London, Chapter 7, pp. 135-156.	

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Representation and truth in reflective writing	Bolton, G & Delderfield, R 2018, <i>Reflective practice: writing and professional development</i> , Sage Publications, London, Chapter 8, pp. 157-182.	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Compiling a portfolio		Reflective portfolio due Friday (11 October) by 5:00 pm. Reflective Portfolio Due: Week 12 Friday (11 Oct 2019) 11:45 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Group Presentation

Assessment Type

Group Work

Task Description

The first assessment task is a group assignment that will involve a presentation and visual map. The aim of the assignment will be to work with the members of your group to discuss an example of cultural disruption (culture shock) that might occur when an individual enters a situation of cultural immersion, explain the dimensions of the experience, and map out the community and institutional resources that would aid cultural integration in addition to outlining how and why these resources would be useful in this situation. Assessment will be based on a 7-10 minute presentation involving all members of the group and the development of a visual map that presents the resources relevant to your example.

Each group will contain five students. Each student in the group will be responsible for one slide in your presentation. All group members must contribute to the visual map. The required slides are: 1) title and names and ID numbers of all students in your group; 2) description of the experience of cultural disruption; 3) specific factors that might contribute to the experience of cultural disruption; 4) psychological and other impacts the experience might have on a person who

experienced it; 5) resources that would be helpful in adapting to the experience; 6) sources of support that would be beneficial for a person experiencing the cultural disruption being discussed; and 7) the visual map your group has developed that shows the relationships of resources to needs for your example of cultural disruption. Each student in the group will be responsible for one slide from numbers 2-6 above. Slide 7 must be contributed to by all members of the group. For slides 2-6, each student will prepare the presentation text for that slide which should be written out in the notes area and must have the student's name.

The examples of cultural disruption for this assignment are as follows. Your topic will be assigned by your instructor.

1. An individual coming to Australia as a refugee from a region of conflict;
2. A 17 year old moving from a rural area to study at a university in a large Australian city;
3. An immigrant coming to Australia for the purpose of employment;
4. An individual graduating from a university and beginning his or her first job as a healthcare professional at a large hospital;

An Australian professional moving to a developing country to work as a volunteer in a healthcare field.

Students must achieve 45% in this assessment in order to pass the unit.

Assessment Due Date

Week 6 Friday (30 Aug 2019) 11:45 pm AEST

Students must submit their slides by email following the presentation.

Return Date to Students

Week 8 Friday (13 Sept 2019)

Weighting

50%

Assessment Criteria

The presentation will be assessed on the following criteria:

The nature of the experience of cultural disruption is described and explained: 15%

The recommended resources reflect a range of sources, would be present in the community, show an understanding of the nature of the experience they are intended to address as well as an understanding of the people involved, and show a clear link that justifies the need: 25%

A visual map has been developed that accords with the literature, shows the connections between the people and institutions involved, and reflects resources available at various level and institutions: 20%

The student's individual slide shows an understanding of the issues involved, appropriate reference to literature and insight and analysis of the context of cultural disruption as relevant to his or her part of the presentation: 20%

The language of the presentation (oral and written) is clear and concise and easily understood: 10%

All work represents the students' own thinking, references are clearly and accurately cited, and any direct quotations are properly identified according to academic conventions: 10%

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

The powerpoint slides must be submitted by email following the presentation.

Learning Outcomes Assessed

- Explain the experiences of cultural disruption and integration
- Identify community and institutional strategies and resources that enable cultural integration

Graduate Attributes

- Knowledge
- Communication
- Self-management
- Ethical and Professional Responsibility

2 Reflective Portfolio

Assessment Type

Reflective Practice Assignment

Task Description

The second assessment task for this unit is a portfolio that demonstrates your understanding of reflective practice. Your portfolio must contain 5-10 visual images (photographs, drawings, etc) or creative works (poetry, songs, etc). These images should be chosen to represent your experiences of cultural disruption and integration throughout the term. Your portfolio must also contain a reflective essay (2000 words) that analyses your experiential journey throughout the term and discusses the meaning behind your visual and creative representations and how respectful cross-cultural relationships have supported your integration. You will also need to use two or three relevant articles from the literature to support your reflection and your analysis of it.

Students must achieve 45% on this assessment in order to pass the unit.

Assessment Due Date

Week 12 Friday (11 Oct 2019) 11:45 pm AEST

Return Date to Students

Exam Week Friday (25 Oct 2019)

Feedback files will be uploaded to Moodle.

Weighting

50%

Assessment Criteria

The reflective portfolio will be assessed on the following criteria:

The portfolio contains the following items: 5-10 visual images which may be photographs, drawings or other items that depict the student's experience of cultural disruption; a 2000 word essay describing this same experience and showing the student's original, personal insights; and appropriate references to the literature that are incorporated into the essay and used to enrich the reflective insights: 10%

The essay shows evidence of understanding of relevant issues and the reflection shows an attempt at self-understanding and personal insight: 20%

Appropriate literature has been used to support reflections: 20%

Images are integrated into the essay and their relationship to the reflective content is clearly outlined: 20%

All work submitted is the students own, all information from sources is correctly and appropriately cited, and any direct quotations are identified as such according to academic convention: 10%

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

The assignment must be submitted through Moodle.

Learning Outcomes Assessed

- Critically reflect on own experiences of cultural disruption and integration
- Critically reflect on developing and maintaining respectful cross-cultural relationships.

Graduate Attributes

- Knowledge
- Communication
- Self-management
- Ethical and Professional Responsibility

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem