PBHL20007 *Cultural Immersion and Lived Experience*
Term 2 - 2020

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 - 2020

- 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 Student Evaluation Term 2 - 2019

Feedback

There could have been more assessments. Unfortunately, there was no way for us to assess our peers in the group assessment. In general, I believe that, no matter how much the lecturers or tutors try to help us out, there was a lot to say about the engagement of the students.

Recommendation

Self reflection and peer assessment criteria has been developed and incorporated to the assessment marking rubric. Case study discussion has been included as a part of weekly tutorial to enhance student engagement for learning.

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

—	N/A Level	◦	Introductory Level	●	Intermediate Level	●	Graduate Level	◦	Professional Level	◦	Advanced Level

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: writing and professional development
Edition: Fifth (2018)
Authors: Bolton, G & Delderfield, R
Sage Publications
London , United Kingdom
ISBN: 978 – 1 – 5264 – 1170 - 9
Binding: eBook

Additional Textbook Information
Students can purchase electronic copy of the book.
If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: http://bookshop.cqu.edu.au
(search on the Unit code). eBooks are available at the publisher's website.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Access to Laptop or Desktop Computer

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Sabi Kaphle Unit Coordinator
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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Culture	Bolton, G & Delderfield, R 2018, *Reflective practice: writing and professional development*, Sage Publications, London, Chapter 1, pp. 1-24.	Weekly Tutorial

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

	Bolton, G & Delderfield, R 2018, *Reflective practice: writing and professional development*, Sage Publications, London, Chapter 2, pp. 25-50.	
Cultural Disruption (Part 1)		Weekly Tutorial

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cultural Disruption (Part 2)	Bolton, G & Delderfield, R 2018, *Reflective practice: writing and professional development*, Sage Publications, London, Chapter 3, pp. 51-77.	Weekly Tutorial

Week 4 - 03 Aug 2020

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. *Frontiers in Psychology*, 8, 2355. doi:10.3389/fpsyg.2017.02355	Weekly Tutorial

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cultural Integration	Berry, J.W. (1997) Immigration, Acculturation and Adaptation. *Applied Psychology International Review*, 46, 5–34.	Weekly Tutorial

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Group Presentation		Assessment 1 due **Group Presentation** Due: Week 6 Friday (28 Aug 2020) 11:30 pm AEST

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Critical Reflective Practice	Bolton, G & Delderfield, R 2018, *Reflective practice: writing and professional development*, Sage Publications, London, Chapter 4, pp. 78-96.	Weekly Tutorial

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic

| Metaphor and Photovoice | Bolton, G & Delderfield, R 2018, *Reflective practice: writing and professional development*, Sage Publications, London, Chapter 6, pp. 121-134. | Weekly Tutorial |

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Content, Evocation and 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.	Weekly Tutorial

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Use of Literature in Reflective Writing	Bolton, G & Delderfield, R 2018, *Reflective practice: writing and professional development*, Sage Publications, London, Chapter 7, pp. 135-156.	Weekly Tutorial

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Representation and Truth in Reflective Writing	Bolton, G & Delderfield, R 2018, *Reflective practice: writing and professional development*, Sage Publications, London, Chapter 8, pp. 157-182.	Weekly Tutorial

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Finalisation of Portfolio and Reflective Essay	Check assessment brief and marking rubric	Assessment 2 due **Reflective Portfolio Writing** Due: Week 12 Friday (9 Oct 2020) 11:30 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 19 Oct 2020

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 with a 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 social and institutional resources that would be beneficial for cultural integration process. 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 student in the group will be responsible for preparing presentation and a visual map. The required slides are: 1) title and names and ID numbers of all students in your group; 2) description of cultural disruption experience; 3) specific factors that might contribute to the experience of cultural disruption; 4) social, psychological and physical impacts of cultural disruption experience; 5) social and institutional resources that would be beneficial for cultural integration; and 6) a visual map that shows the relationships of factors, impacts and integration resources related to your example of cultural disruption.

Assessment Due Date

Week 6 Friday (28 Aug 2020) 11:30 pm AEST
Student must submit required documents before the deadline.

Return Date to Students

Week 8 Friday (11 Sept 2020)
Feedback will be provided within two weeks of submission.

Weighting

50%

Assessment Criteria

This assessment is assessed against group and individual criteria.

Group Criteria

The nature of the experience of cultural disruption is clearly identified and explained (10%)
Well researched and evidence-based presentation of social and institutional resources to assist cultural integration process (20%)
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 levels and institutions (20%)
Language of the presentation (oral and written) is clear and easily understood (10%)
References are clearly and accurately cited, and any direct quotations are clearly and properly identified (10%)

Individual Criteria

The student's individual slide with note shows an understanding of the issues involved, appropriate reference to literature and analysis of the context of cultural disruption as relevant to his or her part of the presentation (20%)
Peer assessment and self reflection report submitted (10%)

Referencing Style

- Harvard (author-date)

Submission

Online

Submission Instructions

Student must submit assessment in Moodle.

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 Writing

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) taken by you or creative works (poetry, songs etc) written by you. These images and materials 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 three to five relevant articles from the literature to support your reflection and analysis of it.

Assessment Due Date
Week 12 Friday (9 Oct 2020) 11:30 pm AEST
Student must submit assignment in Moodle before the deadline.

Return Date to Students
Exam Week Friday (23 Oct 2020)
Feedback will be provided within two weeks of assessment submission.

Weighting
50%

Assessment Criteria
Assessment Criteria
The portfolio includes 5-10 visual images; a 2000 - word reflective essay; and appropriate reference as described in the assessment brief (10%)
The essay shows evidence of understanding relevant issues and the reflections show an attempt at self-understanding and personal insight (20%)
Appropriate literature has been used to support reflections (20%)
The essay is written in clear, concise language and developed in a logical linear manner (20%)
Images are integrated into the writing, and their relationship to the reflective content is clearly demonstrated (20%)
All work submitted is the student's original words and ideas, any direct quotations are properly and clearly identified, and all references to literature are cited in the text (10%)

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Student must submit assessment in 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