



# PSYC13018 Cross-Cultural Psychology

## Term 1 - 2022

Profile information current as at 03/05/2024 06:09 pm

All details in this unit profile for PSYC13018 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 this unit you will examine the relationships between cultural contexts and human behaviour. You will gain understanding of the similarities and differences in behaviour as influenced by various cultures, particularly perspectives of First Nations Peoples. You will learn about key cross-cultural theories, common research methods used in cross-cultural psychology and examine how these are relevant in research and applied settings. In this unit you will learn how to apply your psychological knowledge and skills in a manner that is culturally appropriate and sensitive to the diversity of others.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Pre-Requisite Completion of 96 credit points in CC43, CF59, CL51, CL55 or CC13.

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 1 - 2022

- Online

#### 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 Undergraduate 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. **Learning logs / diaries / Journal / log books**

Weighting: 40%

#### 2. **Written Assessment**

Weighting: 60%

### 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**

Classes

**Recommendation**

Recommended greater use of video materials & interaction among the students.

#### Feedback from Course evaluation & Self reflection

**Feedback**

Textbook

**Recommendation**

Recommends a change in the textbook. Its good to have a textbook which explain the cultural context of Australia than U.S.

#### Feedback from Peer Review feedback

**Feedback**

Moodle site

**Recommendation**

It will be good to introduce video conferencing and online interactive live discussion forums with students ( like a virtual class-room) This can lead to more participatory learning.

#### Feedback from Student evaluation

**Feedback**

Lectures

**Recommendation**

Complaints focused that on campus lectures had discussions in between the lectures regarding the subject matter. Requests were made to the lecturer so that the discussions can be held after the lecture. Lecturer feels that there can't be lectures delivered to the students for two continuous hours without much interaction or discussion from students. But taking into account of the students requests, the lectures can be recorded separately and uploaded in course website than enabling the recordings of live lectures.

## Unit Learning Outcomes

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

1. Critically apply cross-cultural perspectives to key theories and concepts in psychology.
2. Critically evaluate psychological research for appropriate acknowledgement of sociocultural influences and perspectives on diversity and inclusion.
3. Apply perspectives of cross-cultural psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.

This unit addresses Foundational Competencies as specified by the Australian Psychology Accreditation Council (APAC). The unit specifically aligns to the following APAC graduate competencies:

1.1 Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics: i. the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology; ii. individual differences in capacity, behaviour and personality; iv. psychological disorders and evidence-based interventions; v. learning and memory; vi. cognition, language and perception; vii. motivation and emotion; viii. neuroscience and the biological bases of behaviour; ix. lifespan developmental psychology; x. social psychology and xii. research methods and statistics.

1.2 Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.

1.3 Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.

1.4 Demonstrate an understanding of appropriate values and ethics in psychology.

1.6 Demonstrate self-directed pursuit of scholarly inquiry in psychology.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Learning logs / diaries / Journal / log books - 40%	•	•	•
2 - Written Assessment - 60%	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•		•
2 - Problem Solving		•	
3 - Critical Thinking	•	•	
4 - Information Literacy		•	
5 - Team Work			
6 - Information Technology Competence		•	
7 - Cross Cultural Competence	•		•
8 - Ethical practice			•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### 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: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Anastasi Kosmadopoulos** Unit Coordinator  
[a.kosmadopoulos@cqu.edu.au](mailto:a.kosmadopoulos@cqu.edu.au)

## Schedule

### Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
What is culture?	Refer to Moodle for reading/s associated with this topic.	Overview of Assessment 1

### Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
	<ul style="list-style-type: none"><li>◦ Hays, P.A. (1996). Addressing the complexities of culture and gender in counselling. <i>Journal of Counseling &amp; Development</i>, 74(4), 332-338.</li></ul>	
The ADDRESSING Framework & power dynamics	<ul style="list-style-type: none"><li>◦ Chin, G., Anyanso, V., &amp; Greeson, J. (2019). Addressing diversity in mindfulness research on health: A narrative review using the ADDRESSING framework. <i>Cooper Rowan medical journal</i>, 1(1).</li></ul>	Overview of Assessment 2

### Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Research methods used in cross-cultural research	Refer to Moodle for reading/s associated with this topic.	

### Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment issues in cross-cultural psychology

Refer to Moodle for reading/s associated with this topic.

**Submission:** Assessment 2 - *Part 1*: Annotated bibliography using ADDRESSING Framework.  
• Due: Week 4, Monday, 28th March 2022, 09:00 am AEST.

#### Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Identity development, intergenerational trauma, and lateral Violence	Refer to Moodle for reading/s associated with this topic.	

#### Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
First Nations Peoples perspectives on psychology	Refer to Moodle for reading/s associated with this topic.	

#### Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Perspectives on mental health across cultures	Refer to Moodle for reading/s associated with this topic.	

#### Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Cross-cultural perspectives on health and health beliefs	Refer to Moodle for reading/s associated with this topic.	

#### Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Perspectives on intelligence and cognition across cultures	Refer to Moodle for reading/s associated with this topic.	

#### Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Sexuality and relationships across cultures	Refer to Moodle for reading/s associated with this topic.	<b>Submission:</b> Assessment 2 - <i>Part 2</i> : Literature Review using the ADDRESSING Framework. • Due: Week 10, Monday, 16th May 2022, 09:00 am AEST.

#### Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Parenting and family relationships across cultures	Refer to Moodle for reading/s associated with this topic.	

#### Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Working in a culturally reflexive way	Refer to Moodle for reading/s associated with this topic.	

#### Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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**Reflective Journal** Due: Review/Exam Week Monday (6 June 2022) 9:00 am AEST

## Assessment Tasks

### 1 Reflective Journal

#### Assessment Type

Learning logs / diaries / Journal / log books

#### Task Description

This assessment activity is designed to support reflective practice and help develop reflective practice competencies. Reflective practice is the ability to reflect on ourselves and be able to critically analyse our own practice. This includes reflecting on the values, theories, knowledge, and experiences that inform what we do. By examining these critically, we can continue to learn and further enhance our self-development. This helps us to consider whether we are acting in ways that are responsive and reflexive and hopefully minimise the impact of biases stemming from our own world views. Reflective practice is a key competent of competencies in psychological practice and research. It is essential for culturally-competent practice. Engaging in reflective practice can help us identify:

- The impact of our own culture on our behaviour;
- How our worldview has formed and how this may impact how we understand others;
- Areas that we need to further develop around our understanding of culture and diversity.

#### What you need to do

You will complete five (5) reflective activities throughout the term and write a short journal response (200-300 words) upon completion of each activity.

A list of activities will be provided to you on Moodle. You are encouraged to include activities that involve engaging with a range of diversity groups across your five chosen activities (e.g. watch a documentary on Aboriginal and Torres Strait Islander perspectives, reflect on inclusive practices for people who identify as LGBTQIA+).

Each short journal response should include a brief description of the activity you engaged in and a summary of the reflective practice you engaged in. This summary should focus on what you have learned from the activity and what insights you gained about yourself, others, or the world through this reflection. It should include a summary of what you have learned regarding the cultural or diversity group chosen. It should include reflections on how you have worked in the past, what you might do moving forward, or how practice can be improved. Write a short response for each activity you engage in.

*Please submit all five (5) individual reflective responses in a single word document with a cover sheet.*

#### Assessment Due Date

Review/Exam Week Monday (6 June 2022) 9:00 am AEST

#### Return Date to Students

Feedback will be on Moodle within 14 days of the submission due date.

#### Weighting

40%

#### Minimum mark or grade

20/40

#### Assessment Criteria

Each response is worth 8 marks. The total of all reflective journal responses is 40 marks (which represents 40% of your overall unit grade). Marks for each of the five responses will be allocated according to the following criteria:

- Activity briefly described (1)
- Content included reflections of self, others, or world (2)
- Content included reflections on culture and diversity (2)
- Response demonstrated learning and insight into culture and diversity (2)
- Within the word limit (1)



## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Submit via Moodle

## Learning Outcomes Assessed

- Critically apply cross-cultural perspectives to key theories and concepts in psychology.
- Critically evaluate psychological research for appropriate acknowledgement of sociocultural influences and perspectives on diversity and inclusion.
- Apply perspectives of cross-cultural psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.

## 2 Literature Review using the ADDRESSING Framework

### Assessment Type

Written Assessment

### Task Description

A key component of cultural competency in psychology is to be able to critically analyse information, theories, research, frameworks, and assessments through the lens of culture and diverse populations. To be able to critically analyse psychological literature will enable you to understand if, when, or how a concept, framework, theory, or assessment should be considered with a diverse population. It will enable you to develop a deeper understanding of diverse populations, to explore what is known, to explore what we need to understand further, as well as more broadly understanding how the literature is or isn't inclusive of diverse populations and how this can be addressed.

Assessment Task 2 is designed to develop these skills:

- Searching for literature relevant to a particular topic or population;
- Ability to summarise the literature;
- Ability to critically analyse existing literature in light of clinical and policy implications and limitations in existing literature through the lens of diversity and culture;
- Ability to formulate recommendations to guide future research directions through the lens of diversity and culture.

### What you will need to do:

There are two (2) parts to this assessment, each with a separate due date.

#### **Part 1 (20%): Due Week 4, Monday, 28th March, 9:00 am AEST**

You will need to select a topic in psychology (e.g. intelligence testing, depression) and find *10 articles* focused on *three* diverse populations using the ADDRESSING framework. You will summarise these in an annotated bibliography. An annotated bibliography presents an overview of the selected articles. You will need to reference the article correctly using APA 7 formatting, outline the key points from the article, and a brief description of how it is relevant to your chosen topics or literature review. Each summary should be no more than 100-150 words, not including the reference. You will need to formulate a title for the literature review (Part 2) including your psychological topic, diverse populations, and purpose/type of written report.

Part 1 will help you find a selection of articles relevant to the literature review. It will help you begin to summarise the findings and understand the trend of findings in the literature. It will highlight what other articles you may need to locate for Part 2. It will enable you to get feedback on your title in preparation for Part 2.

#### **Part 2 (40%): Due Week 10, Monday, 16th May, 9:00 am AEST**

You will need to write a literature review (2000-2500 words NOT including references). The literature review will be on your chosen psychological topic and will include three diverse populations based on the ADDRESSING framework. The aim of the literature review is to present a summary of the key findings of the existing literature on your chosen psychological topic and diverse populations. The aim is to critically analyse this literature in regards to implications of the findings, limitations and gaps, and future recommendations. The review will enable the reader to understand what is known with regard to the psychological topic and diverse populations, to guide clinical practice or policy, to understand the limitations of the literature, and to formulate future research directions.

The literature review should include:

1. Summary of the main findings in the literature as it relates to your chosen topic and populations

2. Discussion of the clinical and/or policy implications of these findings
3. Outline of the gaps and limitations of the existing literature
4. Outline of recommendations for future research

You should include other articles and references to provide additional information or context to those found in Part 1.

### **Assessment Due Date**

Part 1: Due Week 4, Monday, 28th March, 9:00 am AEST. Part 2: Due Week 10, Monday, 16th May, 9:00 am AEST.

### **Return Date to Students**

Feedback will be on Moodle within 14 days of the submission due date.

### **Weighting**

60%

### **Assessment Criteria**

Part 1 and Part 2 of Assessment 2 will be marked separately. A combined score will be calculated to give you an overall mark for the assessment.

**Part 1** will be graded out of 20 marks. Marks will be allocated according to each of the following criteria:

- Topic and population selection, appropriate title (3 marks)
- Selection of 10 relevant articles (5 marks)
- Summary of each article (6 marks)
- Quality of written communication (3 marks)
- APA formatting (2 marks)
- Within word limit (1 mark)

**Part 2** will be graded out of 40 marks. Marks will be allocated according to each of the following criteria:

- Selection, and introduction to the psychological topic, diverse populations, and review (4 marks)
- Summary of the literature in relation to three diverse populations (6 marks)
- Discussion of the implications of these findings for clinical practice and/or policy (6 marks)
- Highlights gaps in the literature and limitations in the existing literature (5 marks)
- Outlines recommendations for future research (5 marks)
- Quality of written communication (5 marks)
- APA formatting (5 marks)
- Inclusion of a minimum of 15 articles (2 marks)
- Within word limit (2 marks)

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Submit Part 1 and Part 2 via Moodle

### **Learning Outcomes Assessed**

- Critically apply cross-cultural perspectives to key theories and concepts in psychology.
- Critically evaluate psychological research for appropriate acknowledgement of sociocultural influences and perspectives on diversity and inclusion.
- Apply perspectives of cross-cultural psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.

## 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