



PSYC13018 Cross-Cultural Psychology

Term 1 - 2024

Profile information current as at 14/05/2024 07:04 am

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 - 2024

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

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 Student unit evaluations, informal student feedback

Feedback

Students commented that the use of guest lecturers sometimes made the unit and its content feel disjointed.

Recommendation

Unit scheduling and content will be reviewed to ensure coherence in the content being presented.

Feedback from Unit coordinator reflections

Feedback

Some pre-recorded lectures recorded by guest lecturers in 2022 make reference to particular dates or issues that date the videos.

Recommendation

Pre-recorded lectures will be reviewed and replaced with new videos or live lectures to ensure content is current.

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)
- CQUniversity Library
- CQU Library hosted Literature Databases

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

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Anastasi Kosmadopoulos Unit Coordinator
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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
What is Culture?	Refer to Moodle for reading/s associated with this topic.	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
The ADDRESSING Framework Power Dynamics	Refer to Moodle for reading/s associated with this topic.	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Research Methods Used in Cross-Cultural Psychology Research	Refer to Moodle for reading/s associated with this topic.	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessment Issues in Cross-Cultural Psychology	Refer to Moodle for reading/s associated with this topic.	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Identity Development,
Intergenerational Trauma, and Lateral
Violence

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

**Annotated bibliography using
ADDRESSING framework** Due: Week
5 Tuesday (2 Apr 2024) 09:00 am
AEST

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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First Nations Peoples' Perspectives on Psychology	Refer to Moodle for reading/s associated with this topic.	
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Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Perspectives on Mental Health Across Cultures	Refer to Moodle for reading/s associated with this topic.	
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Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Cross-Cultural Perspectives on Health and Health Beliefs	Refer to Moodle for reading/s associated with this topic.	
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Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Perspectives on Intelligence and Cognition Across Cultures	Refer to Moodle for reading/s associated with this topic.	
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Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Sexuality and Relationships Across Cultures	Refer to Moodle for reading/s associated with this topic.	
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Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Parenting and Family Relationships Across Cultures	Refer to Moodle for reading/s associated with this topic.	Literature Review using the ADDRESSING Framework Due: Week 11 Monday (20 May 2024) 09:00 am AEST
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Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Working in a Culturally-Reflexive Way	Refer to Moodle for reading/s associated with this topic.	Reflective Journal Due: Week 12 Monday (27 May 2024) 9:00 am AEST
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Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Reflective Journal

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

This assessment task is designed to support reflective practice and help develop reflective practice competencies. Reflective practice is the ability to reflect on our attitudes, beliefs and behaviour, and critically evaluate how these are informed by our personal values, identity, knowledge, and experiences. 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 culturally-responsive and reflexive and hopefully minimise the impact of biases stemming from our own world views. Reflective practice is a key competency 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

A list of reflective activities will be provided to you on Moodle. Your task is to complete five (5) activities from the list throughout the term and write a short, self-reflective journal response (300 words each) upon completion of each activity. 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+).

For each activity, you are to write a short journal response about your experiences with that activity. This should include a brief description of the activity you undertook and a summary of the reflective practice you engaged in. The 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 or behaved in the past, what you might do moving forward, and how your practice or behaviour can be improved. You can draw on the knowledge you have acquired in this unit to inform your reflection.

Important points

- Please submit all five (5) individual reflective responses in a single word document with a cover sheet.
- The word limit for each response is 300 words, with a total word limit for the entire task of 1,500 words.
- Your response must be your own work. It is **not permissible** to use Generative AI tools to assist you with this task.
- There is a **minimum mark** for this task of 50% (i.e., 20/40). This means you **must pass** this assessment task to pass the unit overall.

Assessment Due Date

Week 12 Monday (27 May 2024) 9:00 am AEST

Return Date to Students

Exam Week Monday (10 June 2024)

Weighting

40%

Minimum mark or grade

20/40

Assessment Criteria

The total of all reflective journal responses is 40 marks (which represents 40% of your overall unit grade). There is a minimum mark for this task of 50% (i.e., 20/40). This means you **must pass** this assessment task to pass the unit overall.

Marks will be allocated according to the following criteria:

- Activity briefly described (2.5 marks)
- Content included reflections of self, others, or world (10 marks)
- Content included reflections on culture and diversity (10 marks)
- Response demonstrated learning and insight into culture and diversity (10 marks)
- Quality of written expression (5 marks)
- Within the word limit overall (2.5 marks)

Referencing Style

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

Submission

Online

Submission Instructions

Submit via Moodle in Microsoft Word format with a cover page.

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 evaluate information, theories, research, frameworks, and assessments through the lens of culture and diversity. This task involves assessing the universality versus context specificity of our theory and evidence in psychology. Being able to critically evaluate psychological literature will enable you to understand if, when, or how a research finding, theory, or assessment measure can be applied to diverse groups in our community. It will enable you to develop a deeper understanding of diverse groups, identify what is and is not known about the applicability of research and theory to diverse groups, as well as understand how theory and evidence is or is not inclusive of diversity.

Assessment Task 2 is designed to continue your development of the following skills.

- Identification of empirical research relevant to a particular topic and population
- Synthesis of relevant research and important conclusions
- Critical evaluation of existing research through the lens of diversity and culture
- Articulation of practice and policy implications of existing evidence base
- Identification of relevant and important limitations in the available evidence base
- Formulation of recommendations to guide future research directions that take into account diversity and cultural frameworks

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

Part 1 (20%): Due Tuesday of Week 5 at 9:00am (AEST)

You will need to select a topic in psychology (e.g., intelligence testing, depression, parent-child attachment) and find **10 empirical articles** focused on **three diverse populations** from the ADDRESSING framework. You will summarise these articles in an annotated bibliography. An annotated bibliography presents an overview of the selected articles, including the aim/s, key details of the participants and methodology, and findings relevant to your chosen topic. The summary should end with a statement of how the article is relevant to your chosen topic. You will also need to reference the article correctly using APA 7 formatting. Each summary should be no more than 100-150 words, not including the reference. You will also need to formulate a title for the literature review (Part 2) that refers to 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 the relevance of your articles and your title in preparation for Part 2.

Your response must be your own work. It is **not permissible** to use Generative AI tools to assist you with this task.

Part 2 (40%): Due Monday of Week 11 at 9:00am (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 discuss the evidence on that topic in the context of the three diverse populations you have selected from the ADDRESSING framework.

The aim of the literature review is to present a **synthesis** of the key findings from the existing research on your psychological topic in relation to your chosen diverse populations. The aim is to critically evaluate the evidence in regards to implications of the findings, limitations and gaps, and future recommendations for each chosen population. The review should enable the reader to understand a) what is known with regard to the psychological topic and its applicability to the chosen diverse populations; b) the limitations of the evidence base; c) important future research directions; and d) the implications of the existing evidence for practice or policy.

The literature review should include the following:

1. a critical synthesis of the main findings from the evidence base on the chosen topic in relation to the chosen diverse population groups;
2. a discussion of the gaps and limitations of the existing literature;
3. recommendations for future research; and
4. a discussion of the practice and/or policy implications of these findings.

You should include other articles and references to provide additional information or context to those found in Part 1. Your response must be your own work. It is **not permissible** to use Generative AI tools to assist you with this task.

Assessment Due Date

Part 1: Due Week 5, Tuesday 2nd April at 9:00am (AEST). Part 2: Due Week 11, Monday 20th May at 9:00am (AEST).

Return Date to Students

Feedback will be on Moodle within 3 weeks 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.

- Selection of topic, population and 10 relevant articles (5 marks)
- Summary of each article (10 marks)
- Quality of written communication (2 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.

- Introduction of the psychological topic, diverse populations, and the aims of the literature review (4 marks)
- Critical synthesis of the literature in relation to three diverse populations (10 marks)
- Identification of relevant gaps and limitations in the evidence base (5 marks)
- Discussion of recommendations for future research (5 marks)
- Discussion of the implications of the research findings for practice and/or policy (5 marks)
- Quality of written communication (5 marks)
- APA formatting (2 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 in a Word document.

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