



# PSYC20036 *Applied Positive Psychology*

## Term 2 - 2019

Profile information current as at 25/04/2024 02:05 pm

All details in this unit profile for PSYC20036 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 learn how the fundamental principles and theories of positive psychology can be applied to the design, development and measurement of evidence-based interventions for enhancing the wellbeing and resilience of individuals and groups across a range of settings such as education, health, youth, and organisations. The exploration of practical applications will include designing and implementing a positive psychology intervention, examining determinants of change, and developing ways to measure and monitor efficacy and change processes.

### 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

- 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 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. **Written Assessment**

Weighting: 40%

#### 2. **Practical Assessment**

Weighting: 50%

#### 3. **Reflective Practice Assignment**

Weighting: 10%

### 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 feedback (evaluations).

**Feedback**

A number of students indicated that they were pleased with the inclusion of guest speakers.

**Recommendation**

The inclusion of guest speakers will continue in the unit.

#### Feedback from Student feedback (evaluations and email).

**Feedback**

A number of students indicated that they were pleased with the practical content in the unit.

**Recommendation**

The inclusion of practical, hands-on activities will continue in the unit.

#### Feedback from Student feedback (evaluations).

**Feedback**

Some students indicated that they were pleased that resources and readings provided were not all mandatory, meaning that students could engage in independent learning and practical applications of unit content for their own lives and/or workplaces.

**Recommendation**

This format will continue in the unit.

#### Feedback from Student feedback (evaluations and email).

**Feedback**

Some students expressed concerns that group sizes (3-5 students per group) made it difficult to communicate online, and that there was unequal work between group members.

**Recommendation**

The teaching team will evaluate group size to see if groups should be made smaller (2-3 students) so that complexity in communication between group members is reduced and students have more individual responsibility for the group completing the assessment item.

## Unit Learning Outcomes

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

1. Apply effective decision making and problem solving to the application of positive psychology tools in real-world situations
2. Design a protocol for appropriately administering and measuring an applied Positive Psychology intervention
3. Apply and evaluate behaviour change processes for self-administered positive psychology interventions
4. Utilise a behaviour change diary to monitor a behaviour change process over time
5. Develop and apply reflective-practice skills, to reflect on your ongoing development of knowledge and practitioner skills in the positive psychology/wellbeing domain, and also reflect on your personal development during the Unit.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	•	•			
2 - Practical Assessment - 50%	•	•	•	•	
3 - Reflective Practice Assignment - 10%					•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Written Assessment - 40%	○		○	○		○		
2 - Practical Assessment - 50%	○	○	○	○	○		○	
3 - Reflective Practice Assignment - 10%	○		○		○			

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

There are no prescribed textbooks for this unit. Readings will be supplied as part of the coursework.

### 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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Adam Gerace** Unit Coordinator  
[a.gerace@cqu.edu.au](mailto:a.gerace@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Applied Positive Psychology	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 1 Monday (15 July 2019) 6:30-7:30 pm AEST</b>

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Measuring processes of change and outcomes of positive psychology interventions	Please see selected readings and activities on Moodle	

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Designing and implementing positive psychology interventions	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 3 Monday (29 July 2019) 6:30-7:30 pm AEST</b> <b>Assessment 3 - Reflective Practice Assignment: Journal entry 1</b> Due: Week 3 Monday (29 Jul 2019) 9:00 am AEST

### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Types of positive psychology interventions	Please see selected readings and activities on Moodle	

**Week 5 - 12 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Multicultural and Indigenous perspectives in intervention	Please see selected readings and activities on Moodle	<b>Assessment 1</b>  <b>Assessment of positive psychology interventions</b> Due: Week 5 Monday (12 Aug 2019) 9:00 am AEST

**Vacation Week - 19 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
No module/topics this week		

**Week 6 - 26 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Positive psychology interventions and mental health	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 6 Monday (26 August 2019) 6:30-7:30 pm AEST</b>  <b>Assessment 3 - Reflective Practice Assignment: Journal entry 2</b> Due: Week 6 Monday (26 Aug 2019) 9:00 am AEST

**Week 7 - 02 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Positive psychology interventions for friends, couples, and families	Please see selected readings and activities on Moodle	

**Week 8 - 09 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Positive interventions across the lifespan: Part 1	Please see selected readings and activities on Moodle	

**Week 9 - 16 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Group interventions - Schools	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 9 Monday (16 September 2019) 6:30-7:30 pm AEST</b>  <b>Assessment 3 - Reflective Practice Assignment: Journal entry 3</b> Due: Week 9 Monday (16 Sep 2019) 9:00 am AEST

**Week 10 - 23 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Positive interventions across the lifespan: Part 2	Please see selected readings and activities on Moodle	

**Week 11 - 30 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic

Working with assistance animals

Please see selected readings and activities on Moodle

### Assessment 2

Presentations will occur over a series of consecutive evenings during Week 11 (30 Sep-4 Oct 2019) commencing at 6:30 pm AEST using Zoom. Students may hand in any materials they would like considered for grading (e.g. their PowerPoint presentation) by the end of Week 11.

**Intervention implementation and group presentation** Due: Week 11 Friday (4 Oct 2019) 5:00 pm AEST

### Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Bringing it all together and developing a positive psychology intervention 'toolkit'	Please see selected readings and activities on Moodle	<b>Assessment 3 - Reflective Practice Assignment: Journal entry 4</b> Due: Week 12 Tuesday (7 Oct 2019) 9:00 am AEST

### Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit		

### Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit		

## Assessment Tasks

### 1 Assessment of positive psychology interventions

#### Assessment Type

Written Assessment

#### Task Description

In Assessment 1, you will choose an applied real-world setting – for example, the workplace, older persons' residential care, a school – and detail the implementation of two positive psychology interventions, for example, gratitude practice, increasing self-compassion, in that setting.

You will examine contextual factors involved in implementing the interventions and ways to measure and document change in participants and the setting in which the intervention is applied.

You will consider:

- What is the evidence to support the efficacy of the two chosen interventions?
- Why are these interventions a good fit for your target audience and setting?
- What would you be aiming for in terms of outcomes by introducing the interventions?
- How would you administer the interventions?
- Are there any practical issues you need to consider when implementing the interventions in your chosen setting?
- What specific scales (quantitative approach) or evaluation (qualitative approach) could you implement to determine whether positive changes have occurred?

Maximum word count: 2500 words.

Further task details will be available on the unit Moodle site.

#### Assessment Due Date

Week 5 Monday (12 Aug 2019) 9:00 am AEST

#### Return Date to Students

Week 6 Monday (26 Aug 2019)

Feedback and grade for this assessment will be provided within 2 weeks of submission.

**Weighting**

40%

**Minimum mark or grade**

50%

**Assessment Criteria**

You will be assessed on:

- The rationale for, and relevance of, the chosen interventions
- Formulation of how the positive psychology interventions would be implemented in the chosen applied setting
- Rationale for your choice of the specific scales or evaluation approach to examine positive change
- Quality of your written communication, including correct APA referencing.

Detailed information regarding assessment requirements and criteria for assessment can be found in the Unit and Assessment Guide on Moodle.

In order to pass the unit, you will need to score at least 50% in this assessment.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

This assessment will be submitted online through Moodle. A submission portal will be provided in the Assessment section of the unit Moodle site.

**Learning Outcomes Assessed**

- Apply effective decision making and problem solving to the application of positive psychology tools in real-world situations
- Design a protocol for appropriately administering and measuring an applied Positive Psychology intervention

**Graduate Attributes**

- Knowledge
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

## 2 Intervention implementation and group presentation

**Assessment Type**

Practical Assessment

**Task Description**

For Assessment 2, you will complete group and individual tasks that involve choosing and implementing a self-administered positive psychology intervention.

You will:

1. Join a group of students on Moodle
2. Choose a self-administered applied positive psychology intervention that all group members want to implement. The unit coordinator will help you form a group and will provide advice on the intervention chosen.
3. Work with your fellow group members to choose specific scales (quantitative approach) or evaluation (qualitative approach) approaches to examine the effectiveness of the intervention
4. Individually implement the chosen intervention in your own life over a period of 4-5 weeks
5. Document your progress and challenges in implementing the intervention (this will help you to develop your presentation).

You will then prepare and deliver a 20-minute group presentation with your group members, where you discuss:

- Why did your group choose the specific intervention?
- Why did your group choose the specific approach to measure change?
- Were there any positive changes reflected in the specific scales or assessment approaches chosen to examine the intervention's effectiveness?
- What worked for you and what were the challenges faced during implementation?
- How could this intervention be tailored for future use with individuals or groups?

It is recommended you start your intervention by Week 6 so that you have sufficient time to implement it for a 4-5 week



period.

Further task details will be available on the unit Moodle site.

### **Assessment Due Date**

Week 11 Friday (4 Oct 2019) 5:00 pm AEST

Presentations will occur live over a series of consecutive evenings during Week 11. Students may hand in any materials they would like considered for grading (e.g. their PowerPoint presentation) by the end of Week 11.

### **Return Date to Students**

Review/Exam Week Friday (18 Oct 2019)

Feedback and grade for this assessment will be provided within 2 weeks of submission.

### **Weighting**

50%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

You will be assessed on:

- Discussion of the rationale for the chosen intervention
- Discussion of the rationale for choice of approach to measure change
- Reflection on changes that occurred as a result of the intervention - cognitive, emotions, behaviour, or wellbeing
- Reflection on the implementation process, including any challenges faced in implementation
- Discussion of how the interventions could be applied to individuals and groups
- Quality of presentation, including presentation coherence, content, and style

Detailed information regarding assessment requirements and criteria for assessment can be found in the Unit and Assessment Guide on Moodle.

In order to pass the unit, you will need to score at least 50% in this assessment.

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online Group

### **Submission Instructions**

Presentations will occur during Week 11 using Zoom. Any additional materials will be submitted online through Moodle. A submission portal will be provided in the Assessment section of the unit Moodle site.

### **Learning Outcomes Assessed**

- Apply effective decision making and problem solving to the application of positive psychology tools in real-world situations
- Design a protocol for appropriately administering and measuring an applied Positive Psychology intervention
- Apply and evaluate behaviour change processes for self-administered positive psychology interventions
- Utilise a behaviour change diary to monitor a behaviour change process over time

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Leadership

## **3 Reflective journal**

### **Assessment Type**

Reflective Practice Assignment

### **Task Description**

In Assessment 3, you will write a reflective journal to chronicle your reflections, insights, and ongoing development of knowledge and skills in the applied positive psychology domain. You will submit four reflective practice journal entries (300-500 words each) during the term. The first two journal entries should focus on unit content, with the final two entries focused on your reflections regarding the implementation of a self-administered positive psychology intervention for Assessment 2.

Your journals will document:

- reflections on unit content, and your growing understanding of how to design, implement, and evaluate positive psychology interventions in an applied setting (Journal entries 1 and 2)
- connections made between unit content and previous life experiences and observations (Journal entries 1 and 2)
- reflections on progress and challenges in implementing and completing a self-administered positive psychology intervention (Journals entries 3 and 4)
- evaluation of changes in perceptions, beliefs, and behaviour during the self-administered positive psychology intervention (Journal entries 3 and 4)

Further task details will be available on the unit Moodle site.

### **Assessment Due Date**

Journal entries will be due in Week 3 Monday (29 July 2019) 9:00 am AEST; Week 6 Monday (26 Aug 2019) 9:00 am AEST; Week 9 Monday (16 Sept 2019) 9:00 am AEST; and Week 12 Tuesday (7 Oct 2019) 9:00 am AEST

### **Return Date to Students**

Feedback and grade for each journal entry will be provided within 2 weeks of each submission.

### **Weighting**

10%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

You will be assessed on:

- Self-reflection and examination of your own learning
- Application of learning to previous life experiences and/or future action in response to learning
- Self-reflection on change processes, challenges, and personal development during the implementation of a positive psychology intervention

Detailed information regarding assessment requirements and criteria for assessment can be found in the Unit and Assessment Guide on Moodle.

In order to pass the unit, you will need to score at least 50% in this assessment.

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

This assessment will be submitted online through Moodle. A submission portal will be provided in the Assessment section of the unit Moodle site.

### **Learning Outcomes Assessed**

- Develop and apply reflective-practice skills, to reflect on your ongoing development of knowledge and practitioner skills in the positive psychology/wellbeing domain, and also reflect on your personal development during the Unit.

### **Graduate Attributes**

- Knowledge
- Cognitive, technical and creative skills
- Self-management

## 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