



# **PSYC20037 Introduction to Positive Psychology: Perspectives on Wellbeing**

## **Term 1 - 2018**

Profile information current as at 29/04/2024 07:45 pm

All details in this unit profile for PSYC20037 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

PSYC20037 Introduction to Positive Psychology will introduce you to the paradigm of positive psychology, and explore the development of this specialist area over the past 15-20 years. In this unit you will explore the discipline's emphasis on flourishing, and strengths based approaches, and examine how these differ from traditional psychological frameworks. The unit emphasises the multidimensional nature of wellbeing and resilience, and the links between physical and psychological health.

### 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 1 - 2018

- Distance

### 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: 30%

#### 2. **Presentation**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 40%

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## 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

Two students raised concerns about the online group presentation assessment item. Both concerns related to the difficulty of working with other students not in the same locale. In contrast, one student commented that it was an excellent opportunity to network with other students.

##### Recommendation

The course team will evaluate the group work component and implement a strategy for addressing the concerns, whilst enhancing the potential for the learning outcomes to be fulfilled.

#### Feedback from Student feedback (via Moodle and email).

##### Feedback

A number of students stated that they were very happy with the weekly unit coursework content, and liked the balance of online resources.

##### Recommendation

This format will continue for the unit.

## Unit Learning Outcomes

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

1. Explain the key theoretical and empirical developments in positive psychology
2. Explain multiple ways in which physical and psychological health are linked
3. Apply the major principles and theories of Positive Psychology across a variety of contexts (individual, group, community, organisation)

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Group Work - 30%	•	•	
2 - Presentation - 30%	•	•	•
3 - Written Assessment - 40%			•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	o	o	o
2 - Communication	o	o	o
3 - Cognitive, technical and creative skills		o	o
4 - Research	o	o	o
5 - Self-management	o		
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 - 30%	o	o		o	o			
2 - Presentation - 30%	o	o	o	o				
3 - Written Assessment - 40%	o	o		o				

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

There are no prescribed text books for this unit, however, the overall Graduate Certificate in Positive Psychology course, and two of the units that are common to the Graduate Certificate and Graduate Diploma courses, will draw upon the recommended texts as we move through each of the units. The Hefferon and Boniwell textbook is an introductory text designed specifically for tertiary education, and is also available as an e-book or in pdf online - this is a good starting point for those who have not previously studied or worked within the Positive Psychology area. The Lopez and Snyder text is a more advanced and much denser text, focused on research and applications within the positive psychology space. Regular weekly readings will be provided in this unit via the unit Moodle site.

### 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 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Foundations of Positive Psychology	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 1 Wednesday (7 Mar 2018) 7:30-8:30 pm AEDT</b>

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Positive Mental Health and Flourishing	Please see selected readings and activities on Moodle	

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Positive Health Psychology	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 3 Wednesday (21 Mar 2018) 7:30-8:30 pm AEDT</b>

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Wellness, Emotions, and Motivation	Please see selected readings and activities on Moodle	

### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Happiness, Subjective Wellbeing, and Eudaimonic Wellbeing	Please see selected readings and activities on Moodle	

### Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
No module/topic this week	No set readings this week	<b>Assessment 1 - Group Work (Presentation Preparation)</b>  <b>Group Work (Presentation Preparation)</b> Due: Vacation Week Monday (9 Apr 2018) 9:00 am AEST

### Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Life Experiences, Optimism, and Positive Coping	Please see selected readings and activities on Moodle	

### Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Resilience and Psychological Growth	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 7 Wednesday (25 Apr 2018) 7:30-8:30 pm AEST</b>
<b>Week 8 - 30 Apr 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Character Strengths and Positive Traits	Please see selected readings and activities on Moodle	
<b>Week 9 - 07 May 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Applying Positive Psychology	Please see selected readings and activities on Moodle	<p><b>Assessment 2 - Presentation.</b> Presentations will occur over a series of consecutive evenings during Week 9 (7-11 May 2018) commencing at 7:30 pm AEST using Zoom. All students will complete Peer Assessment Forms for other groups during the presentations. Students may hand in any materials they would like considered for grading (e.g. their PowerPoint presentation) by the end of Week 9.</p> <p><b>Presentation Due:</b> Week 9 Friday (11 May 2018) 5:00 pm AEST</p>
<b>Week 10 - 14 May 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Introduction to Applying Positive Psychology: Positive Education	Please see selected readings and activities on Moodle	
<b>Week 11 - 21 May 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Introduction to Applying Positive Psychology: Positive Organisations	Please see selected readings and activities on Moodle	<p><b>Zoom Tutorial: Week 11 Wednesday (23 May 2018) 7:30-8:30 pm AEST</b></p>
<b>Week 12 - 28 May 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The Future of Positive Psychology	Please see selected readings and activities on Moodle	
<b>Review/Exam Week - 04 Jun 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
There are no examinations for this unit	No set readings this week	<p><b>Assessment 3 - Written Assessment</b></p> <p><b>Written Assessment Due:</b> Review/Exam Week Monday (4 June 2018) 9:00 am AEST</p>
<b>Exam Week - 11 Jun 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
There are no examinations for this unit	No set readings this week	

## Term Specific Information

The Unit Coordinator for **Introduction to Positive Psychology: Perspectives on Wellbeing** PSYC20037 (2018 Term 1) is [Dr Adam Gerace](#).

## Assessment Tasks

### 1 Group Work (Presentation Preparation)

#### Assessment Type

Group Work

#### Task Description

Assessment 1 (Group Work), Assessment 2 (Presentation) and Assessment 3 (Written Assessment) are integrated around a practical task of determining optimal ways to influence wellbeing. The overall aim of the assessment tasks is to explore the alignment between theory/research and practices for wellbeing approaches, and the implications for the improvement of psychological wellbeing.

For Assessment 1, students will complete a number of group and individual tasks which will be available in the Unit and Assessment Guide on the Moodle site.

1. Join a peer group on Moodle
2. Work with group members to explore different ways to measure wellbeing in a particular context - both physically and psychologically
3. Reflect on their own wellbeing based on different ways to measure wellbeing explored with the group
4. Plan a group presentation highlighting the different ways that wellbeing can be measured

The assessable submission for Assessment 1 will be comprised of:

- a Presentation Plan (group submission),
- a completed self-reflection of individual wellbeing (individual submission), and
- completion of the Self and Peer Assessment (SPA) online survey (individual submission).

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

#### Assessment Due Date

Vacation Week Monday (9 Apr 2018) 9:00 am AEST

#### Return Date to Students

Week 6 Friday (20 Apr 2018)

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

#### Weighting

30%

#### Assessment Criteria

These are Pass/Fail assessment items.

Assessment 1 will be assessed according to the components below:

- Presentation Plan (Group Mark)
- Self-reflection (Individual Mark)
- Team Work Skills (Individual Mark)

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

#### Referencing Style

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

#### Submission

Online Group

#### Submission Instructions

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

#### Learning Outcomes Assessed

- Explain the key theoretical and empirical developments in positive psychology
- Explain multiple ways in which physical and psychological health are linked

### **Graduate Attributes**

- Knowledge
- Communication
- Research
- Self-management

## **2 Presentation**

### **Assessment Type**

Presentation

### **Task Description**

Assessment 1 (Group Work), Assessment 2 (Presentation) and Assessment 3 (Written Assessment) are integrated around a practical task of determining optimal ways to influence wellbeing. The overall aim of the assessment tasks is to explore the alignment between theory/research and practices for wellbeing approaches, and the implications for the improvement of psychological wellbeing.

For Assessment 2, students will complete the following tasks:

1. Prepare and deliver a 15-20 minute group presentation that examines different ways to measure, assess and influence wellbeing (group delivery)
2. Complete a Peer Assessment Form of presentations from other groups (individual submission)

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

### **Assessment Due Date**

Week 9 Friday (11 May 2018) 5:00 pm AEST

Presentations will occur over a series of consecutive evenings during Week 9 (7-11 May 2018) commencing at 7:30 pm AEST using Zoom. All students will complete Peer Assessment Forms for other groups during the presentations. Students may hand in any materials they would like considered for grading (e.g. their PowerPoint presentation) by the end of Week 9.

### **Return Date to Students**

Week 10 Friday (18 May 2018)

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

### **Weighting**

30%

### **Assessment Criteria**

This is a Pass/Fail Assessment Task.

Students will be assessed on:

- Team Work and Presentation Skills
- Presentation (Organisation and Coherence, Content, Creativity)

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

### **Referencing Style**

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

### **Submission**

Online Group

### **Submission Instructions**

Presentations will occur during Week 9 using Zoom. Any additional materials will be submitted online through Moodle. A submission portal will be provided in the unit Moodle site on the homepage in the Assessment section.

### **Learning Outcomes Assessed**

- Explain the key theoretical and empirical developments in positive psychology
- Explain multiple ways in which physical and psychological health are linked
- Apply the major principles and theories of Positive Psychology across a variety of contexts (individual, group, community, organisation)

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

### 3 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

Assessment 1 (Group Work), Assessment 2 (Presentation) and Assessment 3 (Written Assessment) are integrated around a practical task of determining optimal ways to influence wellbeing. The overall aim of the assessment tasks is to explore the alignment between theory/research and practices for wellbeing approaches, and the implications for the improvement of psychological wellbeing.

For Assessment 3 students will write a 2500 word essay exploring how wellbeing could be influenced in a practical setting. The essay should focus on one or more of the concepts and issues explored within the group presentation. The essay should focus on integrating theory/research (from the literature) and how this could be usefully applied in a practical setting.

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

#### Assessment Due Date

Review/Exam Week Monday (4 June 2018) 9:00 am AEST

#### Return Date to Students

Exam Week Friday (15 June 2018)

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

#### Weighting

40%

#### Assessment Criteria

This is a Pass/Fail Assessment.

Students will be assessed on the following criteria:

- Introduction (posing of practical issue)
- Analysis of theory/research – theory/research and application links
- Evaluation of theory/research – theory/research and application links
- Quality of literacy and written communication skills
- Adherence to APA referencing/presentation style

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

#### 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 unit Moodle site on the homepage in the Assessment section.

#### Learning Outcomes Assessed

- Apply the major principles and theories of Positive Psychology across a variety of contexts (individual, group, community, organisation)

#### Graduate Attributes

- Knowledge
- Communication
- Research

## 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