



# PSYC20037 Introduction to Positive Psychology: Perspectives on Wellbeing

## Term 1 - 2019

Profile information current as at 20/04/2024 03:20 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

Introduction to Positive Psychology: Perspectives on Wellbeing 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 links between physical and psychological health, and examines the application of positive psychology at the individual, group, community, and organisational level.

### 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 - 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. **Group Work**

Weighting: 30%

#### 2. **Presentation**

Weighting: 30%

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

Weighting: 40%

### 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 stated that they felt engaged with online learning through an active Moodle site and the regular Zoom tutorials.

**Recommendation**

This format will continue for the unit.

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

**Feedback**

A number of students indicated that they were pleased with the speedy support provided by email and Moodle discussion forums, as well as the quick turnaround with assessments.

**Recommendation**

These methods of student support will continue for the unit.

#### Feedback from Student feedback (evaluations); student emails.

**Feedback**

Students highlighted the practical applications of unit content for their own lives and/or workplaces.

**Recommendation**

The unit will continue to highlight and present to students both theoretical and practical applications of positive psychology.

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

**Feedback**

Some students indicated that they would like more online discussion through the Moodle discussion forums.

**Recommendation**

The course team will evaluate and implement strategies to increase student use of Moodle discussion forums, including regular questions and activities posed to students.

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

**Feedback**

Two students expressed concerns about unequal work in their groups.

**Recommendation**

The course team will ensure that regular check-in with students is undertaken to address any problems that arise in groups during assessment preparation.

## 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	○	○	○
2 - Communication	○	○	○
3 - Cognitive, technical and creative skills		○	○
4 - Research	○	○	○
5 - Self-management	○		
6 - Ethical and Professional Responsibility			
7 - Leadership			
8 - Aboriginal and Torres Strait Islander Cultures			

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Group Work - 30%	○	○		○	○			
2 - Presentation - 30%	○	○	○	○				
3 - Written Assessment - 40%	○	○		○				

## Textbooks and Resources

### Textbooks

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#### Supplementary

##### **Positive Psychology: Theory, Research and Applications**

(2011)

Authors: Kate Hefferon and Illona Boniwell

Open University Press. McGraw-Hill Education

New York , NY , USA

ISBN: 978-0-335-24195-8 (pb), eISBN: 978-0-335-24196-5

Binding: Paperback

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#### Supplementary

##### **The Oxford Handbook of Positive Psychology**

2nd edition (2009)

Authors: Shane J. Lopez and C.R. Snyder (editors)

Oxford University Press

New York , NY , USA

ISBN: 978-0-19-986216-0 (pb)

Binding: Paperback

#### Additional Textbook Information

There are no prescribed textbooks for this unit. However, the overall Graduate Certificate in Positive Psychology and Graduate Diploma of Positive Psychology courses, and the first year of the Master of Applied Positive Psychology, will draw heavily upon these 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 through the CQU Library as an e-book or in PDF format. 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 text, focused on research and applications within the positive psychology space.

[View textbooks at the CQUniversity Bookshop](#)

### 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 - 11 Mar 2019

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 (13 Mar 2019) 6:30-7:30 pm AEDT</b>

### Week 2 - 18 Mar 2019

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

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Positive Health Psychology	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 3 Monday (25 Mar 2019) 6:30-7:30 pm AEDT</b>

### Week 4 - 01 Apr 2019

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

### Week 5 - 08 Apr 2019

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

### Vacation Week - 15 Apr 2019

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 (15 Apr 2019) 9:00 am AEST

### Week 6 - 22 Apr 2019

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

### Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Resilience and Psychological Growth	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 7 Wednesday (1 May 2019) 6:30-7:30 pm AEST</b>

### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Character Strengths and Positive Traits	Please see selected readings and activities on Moodle	

### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic

Positive Education

Please see selected readings and activities on Moodle

**Assessment 2 - Presentation.** Presentations will occur over a series of consecutive evenings during Week 9 (13-17 May 2019) commencing at 6:30 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.

**Presentation** Due: Week 9 Friday (17 May 2019) 5:00 pm AEST

#### Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Positive Organisations	Please see selected readings and activities on Moodle	

#### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Applying Positive Psychology	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 11 Wednesday (29 May 2019) 6:30-7:30 pm AEST</b>

#### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Future of Positive Psychology	Please see selected readings and activities on Moodle	

#### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit	No set readings this week	<b>Assessment 3 - Written Assessment</b> <b>Written Assessment</b> Due: Review/Exam Week Monday (10 June 2019) 9:00 am AEST

#### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit	No set readings this week	

## 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, you will complete a number of group and individual tasks that will be detailed 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, from both a physical and psychological perspective. Each group member will also explore a different psychological measurement tool.
3. Plan a group presentation highlighting the different ways that wellbeing can be measured.
4. Reflect on your own wellbeing based on different ways to measure wellbeing explored with the group.
5. Assess your own and each group member's teamwork skills as they were demonstrated during the preparation of the presentation.

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 survey (individual submission).

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

### **Assessment Due Date**

Vacation Week Monday (15 Apr 2019) 9:00 am AEST

### **Return Date to Students**

Week 7 Monday (29 Apr 2019)

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

### **Weighting**

30%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

You will be assessed - via the marking rubric in the Unit and Assessment Guide - according to the components below:

- Presentation Plan (Group Mark)
- Self-reflection of Individual Wellbeing (Individual Mark)
- Reflection on Team Work Skills (Individual Mark).

Detailed assessment requirements and marking criteria 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**

A submission portal will be provided in in the Assessment section of the unit Moodle site.

### **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**

For Assessment 2, you will complete the following tasks:

1. Prepare and deliver with your group members 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). This feedback will



be deidentified (made anonymous) and your feedback will be given to the other groups.

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

#### **Assessment Due Date**

Week 9 Friday (17 May 2019) 5:00 pm AEST

Presentations will occur over a series of consecutive evenings during Week 9 (13-17 May 2019) commencing at 7:30 pm AEST using Zoom. All students will complete Peer Assessment Forms for other groups during the presentations. You may hand in any materials you would like considered for grading (e.g. their PowerPoint presentation) by the end of Week 9.

#### **Return Date to Students**

Week 11 Friday (31 May 2019)

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

#### **Weighting**

30%

#### **Minimum mark or grade**

50%

#### **Assessment Criteria**

You will be assessed on:

- Presentation organisation and coherence
- Presentation depth and accuracy of explanations of key concepts and theories
- Examination of relevant literature and links between physical and psychological health
- Creativity utilised in the presentation
- Use of communication aids
- Length of presentation.

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 9 using Zoom. Any additional materials will be submitted online. A submission portal will be provided in in the Assessment section of the unit Moodle site.

#### **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**

For Assessment 3, you will write a 2500 word essay (+/- 10%) exploring how wellbeing could be *measured* and *influenced* in a practical setting, which you will choose (e.g., a workplace, aschool).

You will examine:

- different ways to measure wellbeing in the area, focusing on different approaches (rather than specific measures) and the strengths and weaknesses of these different approaches
- how researchers have previously attempted to influence (improve) in the setting, including what was done and

what was found, and strengths and weaknesses of these attempts.

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 (10 June 2019) 9:00 am AEST

**Return Date to Students**

Feedback and grade for this assessment will be provided by Monday, 24 June, 2019 (within 2 weeks of submission).

**Weighting**

40%

**Minimum mark or grade**

50%

**Assessment Criteria**

You will be assessed - via the marking rubric in Unit and Assessment Guide - on the following criteria:

- Introduction (posing of practical issue) and conclusion (summing up of argument and recommendations for future work)
- Discussion of theory/research into measurement and intervention approaches in the area
- Evaluation of measurement and intervention approaches in the area
- 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.

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**

A submission portal will be provided in in the Assessment section of the unit Moodle site.

**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