



# PSYC20037 Introduction to Positive Psychology: Perspectives on Wellbeing

## Term 1 - 2020

Profile information current as at 10/04/2024 05:30 am

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 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 examines conceptualisation and measurement of wellbeing and 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 - 2020

- 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. **Group Work**

Weighting: 30%

#### 3. **Presentation**

Weighting: 30%

### 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**

Students praised the diversity of unit content, indicating that the unit was well-planned and provided a good combination of theory and application.

**Recommendation**

The unit should continue to focus on theory and practical application through unit content and assessments that address both positive psychology theoretical models and their application.

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

Several students indicated that interaction with their cohort via Zoom tutorials and for group assessment pieces was a way to get to know others and to feel connected in the online environment.

**Recommendation**

The course team should continue to foster student interaction and collaboration through Zoom tutorials and group assessments. The course team should look for ways to further increase contact between students, all of whom are studying via online distance education.

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

Students praised the support of the Unit Coordinator, including responsiveness to emails/discussion forums, feedback on assessment items, and openness to student input.

**Recommendation**

Timely staff responsiveness to student queries via email/discussion forums should continue in the unit.

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

Students indicated that they found the Zoom tutorials to be engaging and useful for practical application of content and assessment clarification, but a couple of students wanted tutorials to cover more specific activities that students could complete/consider prior to the tutorial.

**Recommendation**

The course team should examine the structure of tutorials to ensure practical application of material remains, while building in more focused activities for sessions.

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

Some students indicated that working with other students for the first assessment could be daunting after having just started their course and needing to get used to university systems and requirements.

**Recommendation**

The course team should evaluate whether group tasks/assessments would be better placed later in the term, with the first assessment piece submitted by students being an individual piece.

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

Several students believed there needed to be further clarification around assessments, and that there was some duplication in requirements between assessments.

**Recommendation**

The course team should evaluate assessments to see what further clarifications can be made to instructions, as well as to what extent assessment information could be further covered in live tutorials or recorded videos. The course team should also assess whether assessment pieces need further differentiation so that tasks are not duplicated across pieces.

## Unit Learning Outcomes

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

1. Analyse the key theoretical and empirical developments in positive psychology
2. Apply the major principles and theories of Positive Psychology to an applied context
3. Identify and evaluate ways to measure wellbeing in an applied context.

N/A - no external accreditation requirement.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks                    | Learning Outcomes |   |   |
|-------------------------------------|-------------------|---|---|
|                                     | 1                 | 2 | 3 |
| <b>1 - Written Assessment - 40%</b> | •                 | • |   |
| <b>2 - Group Work - 30%</b>         |                   |   | • |
| <b>3 - Presentation - 30%</b>       |                   | • | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes                                       | Learning Outcomes |   |   |
|---|-------------------|---|---|
|   | 1                 | 2 | 3 |
| <b>1 - Knowledge</b>                                      | ◦                 | ◦ | ◦ |
| <b>2 - Communication</b>                                  | ◦                 | ◦ | ◦ |
| <b>3 - Cognitive, technical and creative skills</b>       | ◦                 | ◦ | ◦ |
| <b>4 - Research</b>                                       | ◦                 | ◦ | ◦ |
| <b>5 - Self-management</b>                                |                   |   | ◦ |
| <b>6 - Ethical and Professional Responsibility</b>        |                   |   |   |
| <b>7 - Leadership</b>                                     |                   |   |   |
| <b>8 - Aboriginal and Torres Strait Islander Cultures</b> |                   |   |   |

### Alignment of Assessment Tasks to Graduate Attributes

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

## Textbooks and Resources

### Textbooks

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#### Supplementary

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

2nd Edition (2019)

Authors: Illona Boniwell and Aneta Tunariu

Open University Press. McGraw-Hill Education

London , England

ISBN: ISBN-13: 9780335262182 ISBN-10: 033526218X eISBN: 9780335262199

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 Graduate Certificate in Positive Psychology and Graduate Diploma of Positive Psychology courses, and the Master of Applied Positive Psychology, will draw heavily upon these recommended texts as we move through each of the units.

The "Positive Psychology: Theory Research and Applications" textbook is an introductory text designed specifically for tertiary education, and a version of this book will also be 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 "Oxford Handbook of Positive Psychology" textbook 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

**Lauren Miller-Lewis** Unit Coordinator  
[l.miller-lewis@cqu.edu.au](mailto:l.miller-lewis@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

| Module/Topic                       | Chapter  | Events and Submissions/Topic  |
|------------------------------------|--|---|
| Foundations of Positive Psychology | Please see selected readings and activities on Moodle. | <b>Zoom Tutorial 1:</b> Week 1 Wednesday (11 March 2020) 6:30-7:30pm AEDT |

### Week 2 - 16 Mar 2020

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

### Week 3 - 23 Mar 2020

| Module/Topic                       | Chapter  | Events and Submissions/Topic  |
|------------------------------------|--|---|
| Wellness, Emotions, and Motivation | Please see selected readings and activities on Moodle. | <b>Zoom Tutorial 2:</b> Week 3 Wednesday (25 March 2020) 6:30-7:30pm AEDT |

### Week 4 - 30 Mar 2020

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

### Week 5 - 06 Apr 2020

| Module/Topic               | Chapter  | Events and Submissions/Topic |
|----------------------------|--|------------------------------|
| Positive Health Psychology | Please see selected readings and activities on Moodle. |                              |

### Vacation Week - 13 Apr 2020

| Module/Topic              | Chapter                   | Events and Submissions/Topic |
|---------------------------|---------------------------|------------------------------|
| No module/topic this week | No set readings this week |                              |

### Week 6 - 20 Apr 2020

| Module/Topic                                    | Chapter  | Events and Submissions/Topic  |
|---|--|---|
| Life Experiences, Optimism, and Positive Coping | Please see selected readings and activities on Moodle. | <b>Assessment 1:</b><br><br><b>Written Assessment</b> Due: Week 6 Monday (20 Apr 2020) 9:00 am AEST |

### Week 7 - 27 Apr 2020

| Module/Topic                        | Chapter  | Events and Submissions/Topic  |
|-------------------------------------|--|---|
| Resilience and Psychological Growth | Please see selected readings and activities on Moodle. | <b>Zoom Tutorial 3:</b> Week 7 Wednesday (29 April 2020) 6:30-7:30pm AEST |

### Week 8 - 04 May 2020

| Module/Topic                            | Chapter  | Events and Submissions/Topic  |
|---|--|---|
| Character Strengths and Positive Traits | Please see selected readings and activities on Moodle. | <b>Assessment 2:</b><br><br><b>Group Work (Presentation Preparation)</b> Due: Week 8 Monday (4 May 2020) 9:00 am AEST |

### Week 9 - 11 May 2020

| Module/Topic                            | Chapter  | Events and Submissions/Topic  |
|---|--|---|
| Positive Education                      | Please see selected readings and activities on Moodle. | <b>Zoom Tutorial 4:</b> Week 9 Wednesday (13 May 2020) 6:30-7:30pm AEST   |
| <b>Week 10 - 18 May 2020</b>            |  |   |
| Module/Topic                            | Chapter  | Events and Submissions/Topic  |
| Positive Organisations                  | Please see selected readings and activities on Moodle. |   |
| <b>Week 11 - 25 May 2020</b>            |  |   |
| Module/Topic                            | Chapter  | Events and Submissions/Topic  |
| Applying Positive Psychology            | Please see selected readings and activities on Moodle. |   |
| <b>Week 12 - 01 Jun 2020</b>            |  |   |
| Module/Topic                            | Chapter  | Events and Submissions/Topic  |
| The Future of Positive Psychology       | Please see selected readings and activities on Moodle. | <p><b>Assessment 3: Group Presentation</b><br/> Presentations will occur over a series of consecutive evenings during Week 12 (1-5 June 2020) commencing at 6:30 pm AEST using Zoom. You may hand in any materials you would like considered for grading (e.g. the PowerPoint presentation slides) by the end of Week 12. Students will also evaluate the presentations of the other peer groups on their evening using the assessment criteria rubric.</p> <p><b>Presentation</b> Due: Week 12 Friday (5 June 2020) 9:00 pm AEST</p> |
| <b>Review/Exam Week - 08 Jun 2020</b>   |  |   |
| Module/Topic                            | Chapter  | Events and Submissions/Topic  |
| There are no examinations for this unit | No set readings this week                              |   |
| <b>Exam Week - 15 Jun 2020</b>          |  |   |
| Module/Topic                            | Chapter  | Events and Submissions/Topic  |
| There are no examinations for this unit | No set readings this week                              |   |

## Assessment Tasks

### 1 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

The overall aim of this assessment task is to explore the alignment between wellbeing theory, research, and practices, and the implications for the improvement of psychological wellbeing.

For Assessment 1, you will write a 2500 word essay (+/- 10%) using a theory of wellbeing to examine wellbeing issues faced in an applied setting (e.g., workplace, school), and strategies that can be used to improve and build wellbeing in that setting.

You will:

- Choose an applied setting (e.g., a workplace, school, aged residential care, hospital)
- Research the wellbeing considerations faced in the chosen setting.
- Describe a theory or approach to understanding wellbeing that can help explain the wellbeing issues identified in the applied setting.
- Examine how researchers have previously attempted to influence (i.e, improve, build) wellbeing in the chosen setting, including what was done and what was found, and strengths and weaknesses of these attempts.

The essay should focus on integrating wellbeing theory and research from the published 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**

Week 6 Monday (20 Apr 2020) 9:00 am AEST

**Return Date to Students**

Week 8 Monday (4 May 2020)

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 - via the marking rubric in Unit and Assessment Guide - on the following criteria:

- Introduction (posing of issues and setting that outlines the essay)
- Discussion of wellbeing issues faced within an applied setting
- Rationale for chosen theories of wellbeing and relevant application to the applied setting
- Evaluation of ways to improve wellbeing in the applied setting
- Conclusion (summing up of essay, and implications and recommendations for future work)
- 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 the Assessment section of the unit Moodle site.

**Learning Outcomes Assessed**

- Analyse the key theoretical and empirical developments in positive psychology
- Apply the major principles and theories of Positive Psychology to an applied context

**Graduate Attributes**

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

## 2 Group Work (Presentation Preparation)

**Assessment Type**

Group Work

**Task Description**

For Assessment 2, you will complete a number of group and individual tasks that will be detailed in the Unit and Assessment Guide on the Moodle site. These will include:

1. Join a peer group on Moodle.
2. Work with group members to explore different ways to measure wellbeing in a particular context. 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 of your group member's teamwork skills as they were demonstrated during the preparation of the presentation.

Submission for Assessment 2 will be comprised of:



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

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

#### **Assessment Due Date**

Week 8 Monday (4 May 2020) 9:00 am AEST

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

Week 10 Monday (18 May 2020)

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)
- Evidence of individual contribution to Presentation Plan (Individual 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 the Assessment section of the unit Moodle site.

#### **Learning Outcomes Assessed**

- Identify and evaluate ways to measure wellbeing in an applied context.

#### **Graduate Attributes**

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

## **3 Presentation**

#### **Assessment Type**

Presentation

#### **Task Description**

For Assessment 3, you will complete the following tasks:

1. Prepare and deliver with your group members a group presentation that examines different ways to measure, assess and influence wellbeing (group delivery). You will also be assessed on your individual contribution to the presentation.
2. You will also evaluate the presentations of the other peer groups on your evening using the assessment criteria rubric (individual submissions). This feedback will be de-identified (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 12 Friday (5 June 2020) 9:00 pm AEST

Presentations will occur over a series of consecutive evenings during Week 12 (1-5 June 2020) commencing at 6:30 pm AEST using Zoom. You may hand in any materials you would like considered for grading (e.g. the PowerPoint

presentation slides) by the end of Week 12. Students will also evaluate the presentations of the other peer groups on their evening using the assessment criteria rubric.

**Return Date to Students**

Exam Week Friday (19 June 2020)

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 organisation and coherence
- Presentation depth and accuracy of explanations of key concepts and theories
- Examination of relevant literature on various ways to measure wellbeing
- Creativity utilised in the presentation
- Use of communication aids
- Length of presentation
- Evidence of individual contribution

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

**Learning Outcomes Assessed**

- Apply the major principles and theories of Positive Psychology to an applied context
- Identify and evaluate ways to measure wellbeing in an applied context.

**Graduate Attributes**

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