PSYC20037 *Introduction to Positive Psychology: Perspectives on Wellbeing*
Term 1 - 2022

Profile information current as at 28/04/2024 08:37 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

This unit 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 - 2022

- 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: 20%
2. **Essay**
Weighting: 40%
3. **Presentation**
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.

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student Unit and Teacher Evaluation responses, My Experience responses, and emails.

Feedback

Students appreciated the support provided by the Unit Coordinator, including encouragement, prompt communication, and provision of useful resources.

Recommendation

The Unit Coordinator will continue to utilise this supportive communication approach.

Feedback from Student Unit and Teacher Evaluation responses and My Experience responses.

Feedback

Students appreciated the comprehensiveness and the variety of the unit content and resources, indicating that the unit content was relevant and interesting, but some students requested more video resources instead of reading.

Recommendation

The Unit will continue to provide diverse and comprehensive unit content and maintain the currency and structure of the content. The course team will review unit material and consider adding more audio-video resources to complement the readings.

Feedback from Student Unit and Teacher Evaluation responses.

Feedback

Students found the zoom tutorials valuable and enjoyable, with some students suggesting more opportunities for zoom discussions would be beneficial.

Recommendation

The Unit will continue to provide these zoom tutorials, and the course team will consider additional opportunities for online interactions between staff and students.

Feedback from Student Unit and Teacher Evaluation responses, SPA responses, and student emails.

Feedback

While many students valued the chance to work and learn collaboratively with fellow students in the final group assessment, some students found it frustrating due to unequal contributions, scheduling challenges, and varied technology skill-levels.

Recommendation

The Unit Coordinator will facilitate the establishment of groupwork expectation guidelines and undertake regular check-ins with students to help address any challenges that arise in groups during assessment preparation.

Feedback from Student Unit and Teacher Evaluation responses and My Experience responses.

Feedback

While many students stated they found assessment expectations clear and explicit, a few students felt there was some ambiguity in assessment task instructions and that they needed larger word-limits for written work.

Recommendation

The course team will revisit the assessment task instructions to ensure clarity and consistency between the task description and the assessment criteria, and evaluate the appropriateness of word limit requirements.

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 in 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

| — N/A Level | ● Introductory Level | ● Intermediate Level | ● Graduate Level | ○ Professional Level | ○ Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	**2**	**3**
1 - Written Assessment - 20%	●		
2 - Essay - 40%	●	●	
3 - Presentation - 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 - Written Assessment - 20%	○	○		○				
2 - Essay - 40%	○	○	○	○				
3 - Presentation - 40%	○	○	○	○	○			

Textbooks and Resources

Textbooks
PSYC20037

Supplementary

Positive Psychology: Theory, Research and Applications
Second Edition (2019)
Authors: Boniwell, Illona., & Tunariu, Aneta.
McGraw-Hill Education
London , England
ISBN: PRINT ISBN: 9780335262182; EBOOK ISBN: 9780335262199
Binding: Other
PSYC20037

Supplementary

The Oxford Handbook of Positive Psychology
Third Edition (2021)
Authors: Snyder, C.R., Lopez, Shane J., Edwards, Lisa M., & Marques, Susana C.
Oxford University Press USA
New York , USA
ISBN: ISBN: 9780199396511; EISBN: 9780199396528
Binding: Other

Additional Textbook Information
There are no prescribed textbooks for this unit. However, the Graduate Certificate in Positive Psychology, the Graduate Diploma of Positive Psychology, and the Master of Applied Positive Psychology, will all 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. Versions of this book are available through the CQU Library as a paperback or e-book. This text 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. Versions of this book are also available through CQU Library.
View textbooks at the CQUniversity Bookshop

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 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Lauren Miller-Lewis Unit Coordinator
l.miller-lewis@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Foundations of Positive Psychology	Please see selected readings and activities on Moodle.	**Zoom Tutorial 1:** Week 1 Wednesday (9 March 2022) 6:30-8pm AEDT

Week 2 - 14 Mar 2022

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

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Wellness, Emotions, and Motivation	Please see selected readings and activities on Moodle.	**Zoom Tutorial 2:** Week 3 Wednesday (23 March 2022) 6:30-8pm AEDT

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Happiness, Subjective Wellbeing, and Eudaimonic Wellbeing	Please see selected readings and activities on Moodle.	**Assessment 1:** **Positive Psychology Foundations Written Assessment** Due: Week 4 Monday (28 Mar 2022) 5:00 pm AEST

Week 5 - 04 Apr 2022

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

Vacation Week - 11 Apr 2022

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

Week 6 - 18 Apr 2022

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

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

		Zoom Tutorial 3: Week 7 Wednesday (27 April 2022) 6:30-8pm AEST
Resilience and Psychological Growth	Please see selected readings and activities on Moodle.	**Assessment 2:** **Wellbeing Essay** Due: Week 7 Tuesday (26 Apr 2022) 5:00 pm AEST

Week 8 - 02 May 2022

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

Week 9 - 09 May 2022

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Positive Education	Please see selected readings and activities on Moodle.	

Week 10 - 16 May 2022

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Positive Organisations	Please see selected readings and activities on Moodle.	**Zoom Tutorial 4:** Week 10 Wednesday (18 May 2022) 6:30-8pm AEST

Week 11 - 23 May 2022

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Applying Positive Psychology	Please see selected readings and activities on Moodle.	

Week 12 - 30 May 2022

Module/Topic	**Chapter**	**Events and Submissions/Topic**
The Future of Positive Psychology	Please see selected readings and activities on Moodle.	**Assessment 3:** **Presentation** Due: Week 12 Monday (30 May 2022) 5:00 pm AEST

Review/Exam Week - 06 Jun 2022

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

Exam Week - 13 Jun 2022

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

Assessment Tasks

1 Positive Psychology Foundations Written Assessment

Assessment Type
Written Assessment

Task Description
The purpose of this written assessment is to demonstrate your knowledge and critical understanding of the foundational principles of positive psychology.
Your task is to describe two similarities between 'positive psychology' and 'psychology as usual', and two differences that distinguish 'positive psychology' from 'psychology as usual' .
This short written piece should commence with a definition of positive psychology, and should include at least 5 academic peer-reviewed references to support your comparative analysis. These references must use appropriate APA formatting in-text and in your reference list.
The maximum word count for this assessment task is 600 words (+/- 10%). This word limit includes in-text citations but

excludes any reference section. Meeting the word count is included as a part of the marking criteria in your marking rubric on Moodle. See the Psychology Word Count Information document on Moodle for a rationale for using this type of word limit restriction.
Further information is provided in the Unit and Assessment Guide on the unit Moodle site.

Assessment Due Date
Week 4 Monday (28 Mar 2022) 5:00 pm AEST

Return Date to Students
Vacation Week Monday (11 Apr 2022)
Marks and feedback will be provided within 2 weeks of submission.

Weighting
20%

Assessment Criteria
You will be assessed on:

- The accuracy and appropriateness of the introductory definition of positive psychology
- The relevance of the positive psychology comparative and distinguishing features chosen, with theoretical and conceptual knowledge demonstrated
- The quality of comparative analysis of the key principles of positive psychology as compared to standard 'psychology as usual'
- The quality, clarity, and conciseness of written communication, including adherence to the word-limit
- Correct adherence to APA referencing style for in-text citations and the reference list.

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

Referencing Style

- [American Psychological Association 7th Edition (APA 7th 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

Graduate Attributes

- Knowledge
- Communication
- Research

2 Wellbeing Essay

Assessment Type
Essay

Task Description
The overall aim of this assessment task is to explore the alignment between wellbeing theory, research, and practices, and the implications for increasing wellbeing in a specific setting/context.
For Assessment 2, you will write a 2100 word essay (+/- 10%) using a theory of wellbeing to examine wellbeing issues faced in an applied setting/context, and then evaluate strategies that can be used to increase/build wellbeing in that setting/context.
You will:

- Choose one applied setting/context as the focus of the essay (e.g., school, aged-care, small-business, new parents, etc.)
- Research and then summarise the wellbeing considerations/issues faced in the chosen setting.
- Describe one positive psychology theoretical approach to understanding wellbeing that can help explain the wellbeing issues identified in the chosen setting.
- Examine how research studies have previously attempted to influence (i.e., increase, build, improve) wellbeing in the chosen setting, including what was done and what was found, and evaluate the strengths and weaknesses of these attempts.

The essay should focus on integrating wellbeing theory and research from the published academic literature and how this could be usefully applied in a practical setting/context.

The maximum word count for this essay is 2100 words (+/- 10%). This word limit includes in-text citations but excludes any reference section. Meeting the word count is included as a part of the marking criteria in your marking rubric on Moodle. See the Psychology Word Count Information document on Moodle for a rationale for using this type of word limit restriction.

Further information is provided in the Unit and Assessment Guide on the unit Moodle site.

Assessment Due Date
Week 7 Tuesday (26 Apr 2022) 5:00 pm AEST

Return Date to Students
Week 9 Tuesday (10 May 2022)
Marks and feedback will be provided within 2 weeks of submission.

Weighting
40%

Assessment Criteria
You will be assessed on:

- Introduction (introduce the chosen wellbeing context/setting and outline what will be covered in the essay)
- Discussion of wellbeing issues faced within the chosen applied setting
- Rationale for the chosen theory of wellbeing and demonstration of relevant application to the applied setting
- Evaluation of ways to increase/build wellbeing in the applied setting
- Conclusion (summing up of essay, and implications and recommendations for future work)
- The quality, clarity, and conciseness of written communication, including adherence to the word-limit
- Correct adherence to APA referencing style for in-text citations and the reference list.

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 7th Edition (APA 7th 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 in an applied context

Graduate Attributes

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

3 Presentation

Assessment Type
Presentation

Task Description
For this Assessment, you will produce a recorded audio-visual presentation that examines different strategies to measure/assess wellbeing in an applied setting/context.
You will:

- Choose one particular applied setting/context as the focus of the presentation
- Choose two relevant wellbeing measurement/assessment tools that have been used in the published academic literature as strategies to measure wellbeing in your chosen setting
- Plan, prepare, and produce a 10-minute recorded presentation that describes the chosen setting and why it is important to understanding wellbeing in that setting, followed by an analysis and evaluation of the two different strategies for assessing/measuring and understanding wellbeing in the chosen setting. Your presentation will begin with an Acknowledgement of Country and end with a presentation slide containing a reference list.

The maximum length for this presentation assessment task is 10:00 minutes. Meeting the time limit is included as a part of the marking criteria in your marking rubric on Moodle. See the Psychology Word Count Information document on Moodle for a rationale for using this type of restriction.

Further information is provided in the Unit and Assessment Guide on the unit Moodle site.

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

Assessment Due Date
Week 12 Monday (30 May 2022) 5:00 pm AEST
Students will need to submit their recorded presentation and presentation slides into the Moodle portal.

Return Date to Students
Exam Week Monday (13 June 2022)
Marks and feedback will be provided within 2 weeks of submission.

Weighting
40%

Minimum mark or grade
50%

Assessment Criteria
You will be assessed on:

- Presentation opening
- Justification for setting/context choice
- Presentation depth and accuracy in analysis of relevant academic literature on the two ways to measure wellbeing
- Concluding recommendations on the use of the measurement tools in the chosen setting/context
- Presentation organisation and coherence
- Creativity utilised in the presentation
- Presenting style
- Use of communication aids
- Adherence to APA referencing and copyright in presentation 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 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Submission portals will be provided in the Assessment section of the unit Moodle site.

Learning Outcomes Assessed

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

Graduate Attributes

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