PSYC20037 *Introduction to Positive Psychology: Perspectives on Wellbeing*
Term 1 - 2024

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 - 2024

- 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.

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 Unit and Teacher Evaluation responses, and feedback during tutorials.

Feedback
Students enjoyed the tutorial content and activities, and found the additional workshop with the Academic Learning Centre valuable.

Recommendation
The Unit Coordinator will continue providing this content and activities in tutorials, and request the ALC offer the assessment skills workshop again.

Feedback from Student Unit and Teacher Evaluation responses.

Feedback
Students appreciated the encouragement and support provided by the Unit Coordinator.

Recommendation
The Unit Coordinator will continue to use a supportive communication approach.

Feedback from Reflections of Unit Coordinator and teaching team.

Feedback
Some students did not engage effectively with core unit readings provided on Moodle, and instead relied on less reputable sources for their assessments.

Recommendation
The Unit Coordinator will adjust the assessments to embed the use of core unit readings within the assessment task requirements, to encourage the use of these more accurate and reputable sources.

Feedback from Reflections of Unit Coordinator and teaching team.

Feedback
Some students struggled with following the assessment task instructions provided in written format.

Recommendation
The Unit Coordinator will create a series of short videos with quick tips and reminders about the instructions for each assessment task, and distribute these to students using a variety of announcement/email methods.

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 conceptualise and 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			

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
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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 introductory 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 supplementary 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 textbook 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

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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 - 04 Mar 2024

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 (6 March 2024) 5:30-7pm AEST (QLD time)

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Positive Mental Health and Flourishing	Please see selected readings and activities on Moodle.	**Facilitated Assessment-Planning Workshop:** Week 2 Wednesday (13 March 2024) 5:30-6:30pm AEST (QLD time)

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Emotions, Motivation, and Self-Determination	Please see selected readings and activities on Moodle.	**Zoom Tutorial 2:** Week 3 Wednesday (20 March 2024) 5:30-7pm AEST (QLD time) **Zoom Informal Drop-in Session:** Week 3 Thursday (21 March 2024) 12 Noon AEST (QLD time)

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Happiness, Subjective Wellbeing, and Eudaimonic Wellbeing	Please see selected readings and activities on Moodle.	**Assessment 1:** **Written Reflection on Positive Psychology Perspectives** Due: Week 4 Monday (25 Mar 2024) 5:00 pm AEST

Week 5 - 01 Apr 2024

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

Vacation Week - 08 Apr 2024

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

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Optimism and Positive Coping	Please see selected readings and activities on Moodle.	**Zoom Informal Drop-in Session:** Week 6 Wednesday (17 April 2024) 12 Noon AEST (QLD time)

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Resilience and Psychological Growth	Please see selected readings and activities on Moodle.	**Zoom Tutorial 3:** Week 7 Wednesday (24 April 2024) 6:30-8pm AEST (QLD time) **Assessment 2:** **Wellbeing Essay** Due: Week 7 Monday (22 Apr 2024) 5:00 pm AEST

Week 8 - 29 Apr 2024

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

Week 9 - 06 May 2024

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

Week 10 - 13 May 2024

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

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Applying Positive Psychology	Please see selected readings and activities on Moodle.	**Zoom Tutorial 4:** Week 11 Wednesday (22 May 2024) 6:30-8pm AEST (QLD time) **Zoom Informal Drop-in Session:** Week 11 Friday (24 May 2024) 12 Noon AEST (QLD time)

Week 12 - 27 May 2024

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 (27 May 2024) 5:00 pm AEST

Review/Exam Week - 03 Jun 2024

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

Exam Week - 10 Jun 2024

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

Assessment Tasks

1 Written Reflection on Positive Psychology Perspectives

Assessment Type
Written Assessment

Task Description
The purpose of this written reflection is to demonstrate your understanding of a positive psychology theoretical model and how it may be applied in your own life.

Your task is to reflect on how the PERMA model of wellbeing compares and contrasts with your own personal understanding of wellbeing prior to commencing this unit. You will then apply the PERMA model to your own life to understand your personal wellbeing, including the completion of a PERMA measurement instrument. Based on this analysis, you will then create one goal for yourself that you can implement in your own life to further enhance your personal wellbeing.

This written reflection must be supported by at least 5 reputable academic references. These references must be cited accurately and appropriately using APA referencing style in-text and in the reference list.

Further information about this assessment task is provided in the Unit and Assessment Guide on the unit Moodle site.

The maximum word count for this assessment task is 600 words. This word limit includes in-text citations but excludes the reference list. 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.

Assessment Due Date
Week 4 Monday (25 Mar 2024) 5:00 pm AEST
Submit into Moodle portal by 5pm AEST (QLD time).

Return Date to Students
Vacation Week Monday (8 Apr 2024)
Marks and feedback will be provided within 2 weeks of submission.

Weighting
20%

Assessment Criteria
You will be assessed on:

- Quality of the comparative analysis between the theory and pre-existing personal perspectives
- Reflection on your own wellbeing in relation to theory and wellbeing measurements
- Application of theory to development of a future goal
- The quality, clarity, and conciseness of written communication, including adherence to the word-limit
- Accurate use of appropriate references and adherence to APA referencing requirements for in-text citations and the reference list.

Detailed information regarding assessment task 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

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 fostering wellbeing in a specific context.

For Assessment 2, you will write a 2100-word essay using a theory of wellbeing to explore wellbeing issues faced in an applied context, and then evaluate strategies that can be used to increase wellbeing in that context.

You will:

- Choose one applied context as the focus of the essay (e.g., school, hospital, new parents, etc.)
- Research and then summarise the wellbeing issues faced in the chosen context
- Apply one positive psychology theoretical framework for understanding wellbeing that can help explain the wellbeing issues identified in the chosen context
- Examine how empirical research studies have previously attempted to influence wellbeing in the chosen context, including what the interventions entailed, how wellbeing changes were assessed, and what was found, and then evaluate the quality 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 context.

Further information about this assessment task is provided in the Unit and Assessment Guide on the unit Moodle site.

The maximum word count for this essay is 2100 words. This word limit includes in-text citations but excludes the reference list. 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.

Assessment Due Date
Week 7 Monday (22 Apr 2024) 5:00 pm AEST
Submit into Moodle portal by 5pm AEST (QLD time).

Return Date to Students
Week 9 Monday (6 May 2024)
Marks and feedback will be provided within 2 weeks of submission.

Weighting
40%

Assessment Criteria
You will be assessed on:

- Introduction to the essay
- Discussion of wellbeing issues faced within the chosen applied context
- Rationale for the chosen theoretical framework of wellbeing and demonstration of relevant application to the applied context
- Evaluation of ways to increase wellbeing in the applied context
- Conclusion and future recommendations
- Quality, clarity, and conciseness of written communication, including adherence to the word-limit
- Accurate use of appropriate academic references and adherence to APA referencing requirements for in-text citations and the reference list.

Detailed information regarding assessment task 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
- Identify and evaluate ways to conceptualise and measure wellbeing in an applied context.

3 Presentation

Assessment Type
Presentation

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

You will:

- Choose one specific applied 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 context
- Plan, prepare, and produce a 10-minute recorded presentation that describes the chosen context and why it is important to understanding wellbeing in that context, followed by an analysis and evaluation of the two different strategies for measuring and understanding wellbeing in the chosen context. Your presentation will begin with an Acknowledgement of Country and end with a presentation slide containing a reference list.

Further information about this assessment task is provided in the Unit and Assessment Guide on the unit Moodle site.

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.

Assessment Due Date
Week 12 Monday (27 May 2024) 5:00 pm AEST
Students will submit their recorded presentation and presentation slides into the Moodle portal by 5pm AEST (QLD time).

Return Date to Students
Exam Week Monday (10 June 2024)
Marks and feedback will be provided within 2 weeks of submission.

Weighting
40%

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 two wellbeing measurement/assessment tools
- Concluding recommendations on the use of the measurement tools in the chosen setting/context
- Presentation organisation and coherence
- Originality
- Use of communication aids
- Accurate use of appropriate academic references and adherence to APA referencing requirements and copyright in presentation aids
- Presenting style
- Length of presentation

Detailed information regarding assessment task 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
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 conceptualise and measure wellbeing in an applied context.

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