

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

## Term 1 - 2026

Profile information current as at 21/04/2026 09:06 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 - 2026

- 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 student emails.

##### Feedback

Students appreciated the support and encouragement provided.

##### Recommendation

The teaching team will continue to use a supportive and encouraging approach.

#### Feedback from Student Unit and Teacher Evaluation responses.

##### Feedback

Students found the unit content interesting, comprehensive, and relevant to daily life, but some students wished to see a more explicit connection between weekly Moodle content and the assessments.

##### Recommendation

The teaching team will maintain the unit content and revisit the weekly Moodle workbooks to embed explicit connections to the assessment tasks.

## 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 - First Nations Knowledges			
9 - 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

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 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. This book 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. This book is also available through CQU Library.

View textbooks at the [CQUniversity Shop](#).

[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

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Lauren Miller-Lewis Unit Coordinator

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## Schedule

Week 1 - 09 Mar 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Foundations of Positive Psychology	Please see readings and activities in Week 1 Moodle Workbook.	Zoom Tutorial 1: Week 1 Wednesday (11 March 2026) 5:30-7:30pm AEST (QLD time)
Week 2 - 16 Mar 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Positive Mental Health and Flourishing	Please see readings and activities in Week 2 Moodle Workbook.	ALC Facilitated Assessment-Planning Workshop: Week 2 Wednesday (18 March 2026) 5:30-6:45pm AEST (QLD time)
Week 3 - 23 Mar 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Emotions, Motivation, and Self-Determination	Please see readings and activities in Week 3 Moodle Workbook.	Zoom Tutorial 2: Week 3 Wednesday (25 March 2026) 5:30-7:30pm AEST (QLD time) Zoom Informal Drop-in Session: Week 3 Friday (27 March 2026) 12.30-1.30pm AEST (QLD time).
Week 4 - 30 Mar 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Happiness, Subjective Wellbeing, and Eudaimonic Wellbeing	Please see readings and activities in Week 4 Moodle Workbook.	Assessment 1:  Written Reflection on Positive Psychology Perspectives Due: Week 4 Monday (30 Mar 2026) 5:00 pm AEST
Week 5 - 06 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Positive Health Psychology	Please see readings and activities in Week 5 Moodle Workbook.	
Week 6 - 13 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Optimism and Positive Coping	Please see readings and activities in Week 6 Moodle Workbook.	Zoom Informal Drop-in Session: Week 6 Thursday (16 April 2026) 12.30-1.30pm AEST (QLD time).
Vacation Week - 20 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Break Week: No module/topic this week	Break Week: No readings this week.	
Week 7 - 27 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Resilience and Psychological Growth	Please see readings and activities in Week 7 Moodle Workbook.	Zoom Tutorial 3: Week 7 Wednesday (29 April 2026) 6:30-8:30pm AEST (QLD time)  Assessment 2:  Wellbeing Essay Due: Week 7 Monday (27 Apr 2026) 5:00 pm AEST
Week 8 - 04 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Character Strengths	Please see readings and activities in Week 8 Moodle Workbook.	
Week 9 - 11 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic

Positive Education	Please see readings and activities in Week 9 Moodle Workbook.	ALC Facilitated Presentation-Recording Workshop: Week 9 Wednesday (13 May 2026) 6:30-7:30pm AEST (QLD time)
Week 10 - 18 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Positive Organisations	Please see readings and activities in Week 10 Moodle Workbook.	Zoom Tutorial 4: Week 10 Wednesday (20 May 2026) 6:30-8:30pm AEST (QLD time)
Week 11 - 25 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
The Measurement of Wellbeing	Please see readings and activities in Week 11 Moodle Workbook.	Zoom Informal Drop-in Session: Week 11 Wednesday (27 May 2026) 12.30-1.30pm AEST (QLD time).
Week 12 - 01 Jun 2026		
Module/Topic	Chapter	Events and Submissions/Topic
The Future of Positive Psychology	Please see readings and activities in Week 12 Moodle Workbook.	Assessment 3: Presentation on Wellbeing Measurement Due: Week 12 Monday (1 June 2026) 5:00 pm AEST
Exam Week - 08 Jun 2026		
Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit	No readings this week.	
Vacation/Exam Week - 15 Jun 2026		
Module/Topic	Chapter	Events and Submissions/Topic

## 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 growing 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.

The maximum word count for this assessment task is 700 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.

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

Level of GenAI use allowed:

Level 3: You may use AI to assist with specific tasks such as drafting text, refining, and evaluating your work. You must critically evaluate and modify any AI-generated content you use.

Please refer to the unit Moodle site for further details on permissible uses of Generative-AI tools for this assessment task.

#### Assessment Due Date

Week 4 Monday (30 Mar 2026) 5:00 pm AEST

Submit into Moodle portal by 5pm AEST (QLD time).

#### Return Date to Students

Week 6 Monday (13 Apr 2026)

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

#### Weighting

20%

#### Assessment Criteria

Your work 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, assessment criteria, and the marking rubric 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.

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.

\*NOTE: Further information about this assessment task is provided in the *Unit and Assessment Guide* on the unit Moodle

site.

Level of GenAI use allowed:

Level 3: You may use AI to assist with specific tasks such as drafting text, refining, and evaluating your work. You must critically evaluate and modify any AI-generated content you use.

Please refer to the unit Moodle site for further details on permissible uses of Generative-AI tools for this assessment task.

Assessment Due Date

Week 7 Monday (27 Apr 2026) 5:00 pm AEST

Submit into Moodle portal by 5pm AEST (QLD time).

Return Date to Students

Week 9 Monday (11 May 2026)

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

Weighting

40%

Assessment Criteria

Your work 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/build 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, assessment criteria, and the marking rubric 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 on Wellbeing Measurement

Assessment Type

Presentation

Task Description

The goal of this assessment is to 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 for measuring 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 understand wellbeing in that context, followed by an analysis and evaluation of the two different strategies for measuring/understanding wellbeing in the chosen context. Your presentation will use presentation aids, and it 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.

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

Level of GenAI use allowed:

Level 3: You may use AI to assist with specific tasks such as drafting text, refining, and evaluating your work. You must critically evaluate and modify any AI-generated content you use.

Please refer to the unit Moodle site for further details on permissible uses of Generative-AI tools for this assessment task.

Assessment Due Date

Week 12 Monday (1 June 2026) 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

Vacation/Exam Week Monday (15 June 2026)

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

Weighting

40%

Assessment Criteria

Your work will be assessed on:

- Presentation opening
- Justification for setting/context choice
- Presentation depth and accuracy in analysis of relevant academic research literature on two wellbeing measurement/assessment tools
- Concluding recommendations on the use of the wellbeing measurement tools in the chosen setting/context
- Presentation organisation and coherence
- Originality utilised in the presentation
- Presenting style
- Use of communication aids
- Accurate use of appropriate academic references and adherence to APA referencing requirements and copyright in presentation aids
- Length of presentation.

Detailed information regarding assessment task requirements, assessment criteria, and the marking rubric 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 for (a) the recorded presentation and (b) presentation aids/slides 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