



PSYC20039 *Inter-disciplinary Approaches to Positive Psychology*

Term 1 - 2018

Profile information current as at 30/04/2024 04:08 pm

All details in this unit profile for PSYC20039 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

Positive psychology, wellbeing and resilience are concepts that have largely emerged from a body of research in western societies. In this unit you will take a critical approach to examining the applicability of wellbeing in a cross-cultural context and in comparison to spiritual and religious practices across the globe. You will explore whether the factors affecting wellbeing are relative or absolute, and gain understanding about how wellbeing is determined in different cultural settings.

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 - 2018

- Distance

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: 50%

2. **Practical Assessment**

Weighting: 50%

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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

Feedback

A concern was raised that the weekly teaching material was only made available in the preceding week, and that this impacted the student's approach to the assessment items.

Recommendation

Being a new unit in 2017, the weekly approach was necessary. In 2018 all weekly teaching material (Weeks 1-12) will be available from the start of term.

Feedback from Student feedback

Feedback

A few students expressed that the assessment requirements could be clearer.

Recommendation

The assessment criteria and rubrics will be reviewed and adjusted to clarify the assessment requirements.

Feedback from Student feedback

Feedback

Students rated the weekly teaching material very positively.

Recommendation

The teaching material approach utilised in 2017 will continue in 2018.

Unit Learning Outcomes

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

1. Discuss how the concept of 'happiness' has permeated cultures and societies to both unite and divide humans throughout history
2. Compare and contrast how different cultures define and articulate wellbeing
3. Assess practices used by different cultures to build and sustain wellbeing
4. Examine how wellbeing is articulated in a cross-cultural context, particularly in relation to Australian Indigenous peoples.






Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	•	•		
2 - Practical Assessment - 50%			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - 50%								
2 - Practical Assessment - 50%								

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

There are no prescribed text books for this unit; however, the overall Graduate Certificate in Positive Psychology course, and some units in the Graduate Diploma of Positive Psychology, will draw upon these recommended texts as we move through each of the units. The Hefferon and Boniwell textbook is an introductory text designed specifically for tertiary education, and is also available as an e-book or in pdf online - this is a good starting point for those who have not previously studied or worked within the Positive Psychology area. The Lopez and Snyder text is a more advanced and much denser text, focused on research and applications within the positive psychology space.

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

Andrew McClelland Unit Coordinator
a.mcclelland@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Psychology and Wellbeing	All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.	

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Economics and Wellbeing	All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Philosophy and Wellbeing	All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.	

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Cross-Cultural Wellbeing	All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.	

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Sociology and Wellbeing	All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.	Wednesday April 4 (5.30pm QLD): Zoom meeting (optional). Refer to the Zoom section in the unit Moodle homepage, for details.

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Education and Wellbeing	All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.	

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Public Policy and Wellbeing	All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.	

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Technology and Wellbeing	All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.	Assessment 1 Due: Week 8 Monday (30 Apr 2018) 9:00 am AEST

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Biology and Wellbeing	All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.	

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Religion, Spirituality and Wellbeing	All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.	Wednesday May 16 (5.30pm QLD): Zoom meeting (optional). Refer to the Zoom section in the unit Moodle homepage, for details.

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Global Wellbeing	All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.	

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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The Future of Wellbeing

All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.

Review/Exam Week - 04 Jun 2018

Module/Topic

Chapter

Events and Submissions/Topic

Assessment 2 Due: Review/Exam Week Monday (4 June 2018) 9:00 am AEST

Exam Week - 11 Jun 2018

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Assessment 1

Assessment Type

Written Assessment

Task Description

Assessment 1 comprises a choice of two tasks designed to explore perspectives on the concept of wellbeing. The choice of practical task for Assessment 1 will determine the scope and topic explored in Assessment 2.

You must choose one (1) of the following tasks/activities:

Choice 1 - Interview.

1. Research three examples of how various Indigenous/First Nation groups around the world view and build happiness and wellbeing (e.g., Aboriginal, Maori, Native American, Inuit). Summarise your research for each Indigenous group in 300-500 words each. Use these summaries to develop an interview plan to explore what happiness and wellbeing means to different cultures, and interview one person whose culture is markedly different to your own.
2. Transcribe the content of the interview, and provide a 500-word statement of how the perspective of the person you interviewed differs from, or is the same/similar to, your own perspective.

The relevant templates and forms required for Assessment 1 will be available on the unit Moodle homepage, in the Assessment 1 section.

OR...

Choice 2 - Creative Expression work.

There are strong connections between artistic expression, creativity and wellbeing. For this practical task, you are required to create an artistic/creative piece (this can be in any form - e.g., a poem, a painting, a sculpture, a song, a dance, a photo or series of photos, a video, a collage) that expresses the concept of 'wellbeing' to you as an individual. All work must be your own, and created specifically for the assessment.

You must submit the creative piece (or a suitable reproduction - photo, video etc.) and submit an artist statement (750 -1000 words) outlining how/why this demonstrates wellbeing for you as an individual, and how your personal perspective aligns (or doesn't) with other cultural perspectives of wellbeing. You are also required to complete the Creative Expression Assignment Detail Form (equivalent to 800-1000 words).

Citations (preferably from peer-reviewed journal articles, or academic books) are required to support the other cultural perspectives of wellbeing that you research and discuss.

For full details, please refer to the Unit and Assessment Guide on the unit Moodle homepage.

Assessment Due Date

Week 8 Monday (30 Apr 2018) 9:00 am AEST

See the Unit and Assessment Guide for details.

Return Date to Students

Week 10 Monday (14 May 2018)

Uploaded to the Assessment 1 portal in Moodle.

Weighting

50%

Assessment Criteria

This is a pass/fail assessment.

Choice 1

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

1. Clarity, comprehensiveness, and background information, for the three summaries
2. Literature support for the summaries
3. Inclusion of the interview plan/script (mandatory for proceeding with the interview) and consent form
4. Inclusion and accuracy of the interview transcript
5. Clarity and comprehensiveness of your 500-word comparative analysis statement
6. APA referencing adherence.

Choice 2

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

1. Clarity, communication, and expression of the point of view, intent, and meaning of the creative work
2. Expression of how the creative work represents your perspective of wellbeing
3. Evidence of personal and cultural or discipline inspiration for the production of the creative work
4. Your discussion of the alignment or non-alignment of your personal wellbeing perspective with perspectives from other cultures or disciplines
5. Your personal reflection on the process and creative work
6. Your evaluation of the creative work
7. Self-critique (including awareness of biases, stereotypes, prejudices, preconceptions, and assumptions)
8. APA referencing adherence.

Full details for the marking criteria are in the marking rubric.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

See the Unit and Assessment Guide for submission requirements.

Learning Outcomes Assessed

- Discuss how the concept of 'happiness' has permeated cultures and societies to both unite and divide humans throughout history
- Compare and contrast how different cultures define and articulate wellbeing

Graduate Attributes

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

2 Assessment 2

Assessment Type

Practical Assessment

Task Description

Assessment 2 requires you to complete a 3000-word essay on the following topic:

Different disciplines, and different cultures have different meanings for the terms 'happiness' and 'wellbeing'.

Drawing from the information from Assessment 1, in a logical, well-integrated essay, identify (with well-reasoned justification) and explore in detail, the similarities and differences between at least three (3) different cultural or discipline area understandings of 'happiness' and 'wellbeing'.

Please refer to the Unit and Assessment Guide in the unit Moodle homepage, for full details.

Assessment Due Date

Review/Exam Week Monday (4 June 2018) 9:00 am AEST

See the Unit and Assessment Overview for details.

Return Date to Students

Exam Week Monday (11 June 2018)

Uploaded to the Assessment 2 portal in Moodle.

Weighting

50%

Assessment Criteria

This is a pass/fail assessment.

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

1. Introduction: how clearly, accurately, succinctly, and comprehensively you introduce the focus of the essay
2. The main body of the essay (including: reasoning; comparative analysis; contextualisation of terms)
3. The quality and insights in your conclusion section
4. The quality of your literacy and written communication
5. Adherence to APA referencing style.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

See the Unit and Assessment Guide for submission requirements.

Learning Outcomes Assessed

- Assess practices used by different cultures to build and sustain wellbeing
- Examine how wellbeing is articulated in a cross-cultural context, particularly in relation to Australian Indigenous peoples.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility
- Leadership

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