



# PSYC20039 *Inter-disciplinary Approaches to Positive Psychology*

## Term 1 - 2019

Profile information current as at 28/04/2024 12:01 am

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 cross-cultural and cross-discipline contexts 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 an understanding of how wellbeing is determined in different cultural settings and across a range of academic discipline areas.

### 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 - 2019

- 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: 50%

#### 2. **Practical Assessment**

Weighting: 50%

### 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 Moodle evaluation

##### **Feedback**

A few students requested that the assessment items be staggered in relation to the other units in the course.

##### **Recommendation**

Considerable time was spent mapping the dates of the assessments across the four units offered in the term. As far as was feasible, assessment due dates were staggered across the units. The assessment due dates were positioned to maximise the time allotted for the dissemination of unit content relevant to each assessment piece. The course team will again be evaluating both the assessment items and due dates across the units for 2019.

#### Feedback from Moodle evaluation

##### **Feedback**

A few students commented that the number of readings per week was overwhelming, and a few commented that they loved the content.

##### **Recommendation**

The number of readings from 2017 to 2018 was decreased. They were structured in terms of recommended readings and extra resources. Further evaluation of the structure of the unit, including the readings and resource material, is warranted, and will be undertaken by the unit coordinator.

#### Feedback from Moodle evaluation

##### **Feedback**

Despite the moderate score for assessment requirements, a number of students commented on how much they liked the assessment pieces.

##### **Recommendation**

The assessment items will be reviewed for potential improvement of both engagement and enhancement of the learning outcomes.

## 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.**

### 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

**Danielle Every** Unit Coordinator  
[d.every@cqu.edu.au](mailto:d.every@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

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 - 18 Mar 2019

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 - 25 Mar 2019

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 - 01 Apr 2019

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 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Sociology and Wellbeing	All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.	<b>Wednesday, April 10.</b> 6.30pm (AEST). Zoom discussion meeting (optional). Please refer to the Zoom details in the Zoom section on the unit Moodle homepage.
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#### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
No module/topics this week.		

#### Week 6 - 22 Apr 2019

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 - 29 Apr 2019

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 - 06 May 2019

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.	<b>Assessment 1</b> Due: Week 8 Monday (6 May 2019) 9:00 am AEST

#### Week 9 - 13 May 2019

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 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Religion, Spirituality & Wellbeing	All readings, resource material, and textbook chapters are detailed in the dedicated weekly sections on the unit Moodle homepage.	<b>Wednesday, May 27.</b> 6.30pm (AEST). Zoom discussion meeting (optional). Please refer to the Zoom details in the Zoom section on the unit Moodle homepage.

#### Week 11 - 27 May 2019

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 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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 - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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There are no examinations for this unit.

**Assessment 2** Due: Review/Exam Week Monday (10 June 2019) 9:00 am AEST

### Exam Week - 17 Jun 2019

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

There are no examinations for this unit.

## Term Specific Information

## Assessment Tasks

### 1 Assessment 1

#### Assessment Type

Written Assessment

#### Task Description

Assessment 1 is about cross-cultural perspectives on positive psychology. Your task has three (3) parts:

1. Summaries: Research three (3) examples of how different cultural/ethnic groups around the world define and seek to create happiness and wellbeing. Include in your summaries the centrality of wellbeing/happiness concepts in each of these cultures. One of your examples must be an Australian Aboriginal perspective on happiness and wellbeing. Summarise your research for each group in 500 words (+/- 10%) for each.

2. Interview:

i. Use these summaries to develop an interview plan to explore what happiness and wellbeing means to a person from a different culture.

ii. Interview one person whose culture is different to your own.

iii. Transcribe the interview.

3. Comparative analysis: Provide a 500-word (+/-10%) 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.

#### Assessment Due Date

Week 8 Monday (6 May 2019) 9:00 am AEST

#### Return Date to Students

Week 10 Monday (20 May 2019)

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

#### Weighting

50%

#### Minimum mark or grade

50%

#### Assessment Criteria

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

1. Clarity and comprehensiveness for the three (3) 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 comparative analysis statement
6. APA referencing adherence.

Full details for the marking criteria are in the marking rubric in the Unit and Assessment Guide.

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

#### Referencing Style

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

**Submission**

Online

**Submission Instructions**

A submission portal will be provided in the Assessment section of the unit Moodle site.

**Learning Outcomes Assessed**

- 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
- Ethical and Professional Responsibility
- Leadership

## 2 Assessment 2

**Assessment Type**

Practical Assessment

**Task Description**

Assessment 2 builds upon the research and writing skills you developed in Assessment 1. In this assessment, we are focussing on comparing and contrasting cross-discipline approaches to happiness and wellbeing.

Your task is to complete a 3000 (+/-10%) word essay on the following topic:

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

*Identify and explore, in detail, the similarities and differences between three (3) different discipline area understandings of 'happiness' and 'wellbeing'. Disciplines are areas of research or study e.g., psychology, economics, philosophy.*

*However, please don't use the discipline area of cross-cultural perspectives on well-being, as we have covered this in the first assessment.*

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

**Assessment Due Date**

Review/Exam Week Monday (10 June 2019) 9:00 am AEST

**Return Date to Students**

Feedback and grade for this assessment will be provided by Monday, 24 June, 2019 (within 2 weeks of submission).

**Weighting**

50%

**Minimum mark or grade**

50%

**Assessment Criteria**

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.

Full details for the marking criteria are in the marking rubric in the Unit and Assessment Guide.

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

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

A submission portal will be provided in the Assessment section of the unit Moodle site.

**Learning Outcomes Assessed**



- 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

## 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