PSYC20039 *Inter-disciplinary and Cross-cultural Approaches to Wellbeing*
Term 1 - 2020

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
The concept of wellbeing is central to Positive Psychology and it has been explored across many disciplines, cultures and spiritual traditions. In this unit, you will take a critical approach to cross-disciplinary, cross-cultural and spiritual theories and research on wellbeing. Through this exploration you will develop a holistic understanding of wellbeing concepts and practices. You will gain an understanding of how wellbeing is determined in different cultural and spiritual settings and across a range of academic disciplines and the implications for Positive Psychology.

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 - 2020
- 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: 30%
2. **Presentation**
Weighting: 35%
3. **Creative work**
Weighting: 35%

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 Moodle Unit Evaluation

Feedback

Some students report that they found some readings difficult and want different methods of delivering course material that reflects non-reading learning styles.

Recommendation

The delivery of the unit material be revised with a greater balance between reading, visual and oral presentation of material.

Feedback from Moodle unit evaluation

Feedback

Some students reported feeling overwhelmed with the range of discipline content covered and the amount of reading and resources.

Recommendation

The amount of the unit material be reduced to a more targeted focus on fewer discipline areas with less content delivered through journal articles.

Feedback from Moodle unit evaluation

Feedback

Some students reported that the instructions for the second assessment were unclear and they were not familiar with essay writing so required more support.
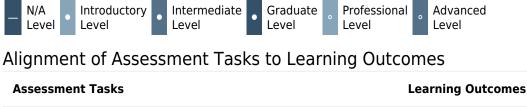
Recommendation

The course team will review the assessment items to assess their suitability for meeting the unit learning outcomes, as well as whether additional student supports can be offered in academic writing.

Unit Learning Outcomes

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

1. Evaluate wellbeing theories, research and practices in different disciplinary, spiritual and cultural systems
2. Apply knowledge of different approaches to wellbeing to generate comprehensive, holistic models of wellbeing
3. Apply communication skills to translate complex knowledge and ideas about wellbeing to a variety of audiences.

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 - 30%	●	●	
2 - Presentation - 35%	●		●

Assessment Tasks	Learning Outcomes		
	1	2	3
3 - Creative work - 35%		●	●

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 - 30%		○	○	○		○		
2 - Presentation - 35%	○	○			○			
3 - Creative work - 35%	○	○	○					

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
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Schedule

Week 1 - 09 Mar 2020

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

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Philosophical perspectives on wellbeing	Please see selected readings and activities on Moodle	**Zoom tutorial: Week 2 Tuesday (17 March 2020) 6.30-7.30pm AEDT**

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Economic perspectives on wellbeing	Please see selected readings and activities on Moodle	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Sociological perspectives on wellbeing	Please see selected readings and activities on Moodle	

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Existential psychology and wellbeing	Please see selected readings and activities on Moodle	**Assessment 1: A comparative analysis of cross-cultural perspectives on wellbeing** Due: Week 5 Monday (6 Apr 2020) 9:00 am AEST

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Bringing the different theories together	Please see selected readings and activities on Moodle	**Zoom tutorial: Week 6 Tuesday (21 April 2020) 6.30-7.30pm AEST**

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cultural perspectives on wellbeing	Please see selected readings and activities on Moodle	

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

| Indigenous Australian perspectives on wellbeing | Please see selected readings and activities on Moodle | |

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Sexual orientation, gender identity and wellbeing	Please see selected readings and activities on Moodle	**Assessment 2: An evaluation of spiritual and religious perspectives on wellbeing** Due: Week 9 Monday (11 May 2020) 9:00 am AEST

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Spiritual and religious perspectives on wellbeing	Please see selected readings and activities on Moodle	

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Bringing diverse cultural, sexual and spiritual perspectives together	Please see selected readings and activities on Moodle	

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review week	Please see selected readings and activities on Moodle	**Assessment 3: Creating a holistic model of wellbeing theories** Due: Week 12 Monday (1 June 2020) 9:00 am AEST

Review/Exam Week - 08 Jun 2020

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

Exam Week - 15 Jun 2020

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

Assessment Tasks

1 Assessment 1: A comparative analysis of cross-cultural perspectives on wellbeing

Assessment Type
Written Assessment

Task Description
This assessment has three (3) parts:

1. Write a research summary: Research how a cultural/ethnic group different from your own defines and seeks to create wellbeing. Write a short summary of your research in 500 words (+/- 10%).
2. Conduct an interview with a person from that culture.
3. Write a comparative analysis: A 500-word (+/-10%) statement of how the perspective of the person you interviewed differs from, or is similar to, your own culture's perspective on wellbeing.

Prior to the interview you must:

1. Submit your Interview Plan and Fieldwork Plan to the lecturer
2. Once you have feedback from the lecturer, provide your interviewee with the Interview Plan together with an Information Sheet and Consent Form
3. Obtain written consent from your interviewee to be interviewed

These documents are available on Moodle. There is a recorded lecture guiding you through these steps.

Assessment Due Date
Week 5 Monday (6 Apr 2020) 9:00 am AEST

Return Date to Students
Week 6 Monday (20 Apr 2020)

Weighting
30%

Minimum mark or grade
50%

Assessment Criteria
Your work will be assessed on:

- Clarity of critical thinking in the research summary and comparative analysis
- The quality, usefulness and appropriateness of the interview
- Use of peer-reviewed journal articles and scholarly books to develop your research summary
- Correct use of APA formatting of citations and references

Detailed information regarding assessment requirements and criteria can be found in the Unit Assessment Guide on Moodle.
In order to pass this Unit, you must obtain a minimum grade of 50% for 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

- Evaluate wellbeing theories, research and practices in different disciplinary, spiritual and cultural systems
- Apply knowledge of different approaches to wellbeing to generate comprehensive, holistic models of wellbeing

Graduate Attributes

- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

2 Assessment 2: An evaluation of spiritual and religious perspectives on wellbeing

Assessment Type
Presentation

Task Description
For this assessment you will develop a short film (a Powerpoint presentation with audio, or something more elaborate if you like – the format is up to you) on how a religion/spiritual tradition of your choice conceptualises and practices wellbeing.

Your film will include:

1. An initial slide and audio identifying the religion/spiritual tradition you are exploring and briefly outlining the main aspects of this tradition (e.g. its origins, where it is practiced and how widespread it is, whether it represents a particular sect/interpretation)
2. An outline of how this religion/spiritual tradition define(s) (there may be more than one definition) wellbeing/a good life (this should draw on reputable sources i.e. not Wikipedia or opinion-based websites but spiritual texts, published interpretations, and academic writing)
3. An outline of what beliefs and practices this religion/spiritual tradition sees as integral to wellbeing (this should draw on reputable sources i.e. not Wikipedia or opinion-based websites but spiritual texts, published interpretations, and academic writing)
4. A brief analysis of which definitions, beliefs and practices of this religion/spiritual approach have been found in the research to be related to wellbeing (you may not find research on 'Buddhist prayer' or 'Christian tithing' and wellbeing, but you will find research on the general practices of prayer and generosity/giving to others, for

example)
5. A discussion of how this approach is similar to and/or different from your own spiritual/religious understanding of wellbeing
6. A slide with the reference list

You must use APA style for referencing, and provide correct in-text citations on your slides as well as a complete reference list of those citations on your final slide.

You are welcome to use creative ways to present your findings – animation, images, music. Any visual or audio material you use in your film must be source cited if not your own.

LENGTH: Your short film should be 5 to 8 minutes in length

Assessment Due Date
Week 9 Monday (11 May 2020) 9:00 am AEST

Return Date to Students
Week 11 Monday (25 May 2020)

Weighting
35%

Minimum mark or grade
50%

Assessment Criteria
Your work will be assessed on:

- Clarity of critical thinking in identifying links between spiritual/religious practices and research evidence, and in the comparative analysis of beliefs
- Quality of resources drawn upon to develop an accurate evidence-based understanding of the link between the spiritual/religious tradition and wellbeing
- Creative thinking in the presentation of the material
- Correct use of APA formatting for the citations and references

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

In order to pass this Unit, you must obtain a minimum grade of 50% for 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

- Evaluate wellbeing theories, research and practices in different disciplinary, spiritual and cultural systems
- Apply communication skills to translate complex knowledge and ideas about wellbeing to a variety of audiences.

Graduate Attributes

- Knowledge
- Communication
- Self-management

3 Assessment 3: Creating a holistic model of wellbeing theories

Assessment Type
Creative work

Task Description
In this assessment you will:

1. Create a mind map of wellbeing incorporating 4 theories of wellbeing from different academic disciplines
2. Use this map to develop a written summary (1,000 words +/- 10%) of the similarities and differences between theories, and gaps in our knowledge of wellbeing.

The mind map
Choose 4 theories of wellbeing from any of the disciplines we cover in this unit (i.e. positive psychology, economic, philosophical, sociological, existential psychology).

For each theory, identify the practices (e.g. engaging with the community, exercise, spending money on others) that each deems is essential for wellbeing.

Your mind map will include:

1. Your central concept, which is wellbeing
2. A minimum of 4 main branches each representing 1 theory
3. Child branches for each of the main branches showing the practices of wellbeing identified by that theory
4. Box branches showing the research support for how these practices improve wellbeing

The summary
The summary (1,000 words +/- 10%) brings together what you have identified in the mind map.

In the summary you will::

1. Articulate any similarities and differences between the theories and practices of wellbeing – i.e. in what ways do these theories conceptualise wellbeing using similar ideas and suggesting similar practices, and where do they contradict/challenge each other or introduce new or different ideas and practices.
2. Develop an argument, using the research evidence, on which practices are associated with increasing wellbeing
3. Bring together the theories, practices and research to outline a holistic, evidence-based model for improving wellbeing

You need to reference both the mind map and the summary and provide a separate References page.

Support for undertaking this assessment is provided on Moodle.

Assessment Due Date
Week 12 Monday (1 June 2020) 9:00 am AEST

Return Date to Students
Exam Week Monday (15 June 2020)

Weighting
35%

Minimum mark or grade
50%

Assessment Criteria
Your work will be assessed on:

- Clear comprehension and summarising of the research evidence for the theories and their components
- Summarising similarities and differences between different theories
- Critical thinking in bringing together theories, practices and research to identify a holistic, evidence-based model of wellbeing
- Clarity in the organisation and presentation of the mind map
- Correct use of APA formatting for citations and references

Detailed information regarding assessment requirements and criteria can be found in the Unit Assessment Guide on Moodle.
In order to pass this Unit, you must obtain a minimum grade of 50% for 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

- Apply knowledge of different approaches to wellbeing to generate comprehensive, holistic models of wellbeing
- Apply communication skills to translate complex knowledge and ideas about wellbeing to a variety of audiences.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills

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