



PSYC20039 *Inter-disciplinary and Cross-cultural Approaches to Wellbeing*

Term 1 - 2021

Profile information current as at 03/05/2024 12:45 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

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 - 2021

- 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](#).

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

Feedback

A number of students valued the autonomy to choose a culture and spiritual tradition to explore for their assessments, but two students reported feeling overwhelmed with the breadth of information covered in the assessments.

Recommendation

The assessment pieces will continue to allow students to choose their own areas of interest to explore. The Unit Coordinator will evaluate the assessments to see whether the scope of what is covered could be refined.

Feedback from Student Unit and Teacher Evaluation responses

Feedback

Many students indicated that the assessments and unit content supported their goals for applying what they learned here to their existing or future work and business plans.

Recommendation

The assessment pieces will continue to provide opportunities for practical skills in interviewing, visual and audio storytelling, and creative mapping of different perspectives.

Feedback from Student Unit and Teacher Evaluation responses

Feedback

Some students suggested the Zoom tutorials be increased in frequency.

Recommendation

The Unit Coordinator will consider additional opportunities to increase the online contact between students whilst balancing the needs of students who like frequent contact and those who prefer independent learning with support when needed.

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



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

No referencing style set.

Teaching Contacts

Danielle Every Unit Coordinator

d.every@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Positive Psychology and wellbeing	Please see selected readings and activities on Moodle	Zoom tutorial: Week 1 Thursday (11 March 2021) 6.30-8.00pm AEDT

Week 2 - 15 Mar 2021

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

Week 3 - 22 Mar 2021

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

Week 4 - 29 Mar 2021

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

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Existential psychology and wellbeing	Please see selected readings and activities on Moodle	

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom tutorial: Week 6 Thursday (22 April 2021) 6.30-8.00pm AEDT
Review week	Please see selected readings and activities on Moodle	Assessment 1: A comparative analysis of cross-cultural perspectives on wellbeing Due: Week 6 Monday (19 Apr 2021) 5:00 pm AEST

Week 7 - 26 Apr 2021

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

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Cross-cultural frameworks: The ADDRESSING framework	Please see selected readings and activities on Moodle	
Week 9 - 10 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Australian perspectives on wellbeing	Please see selected readings and activities on Moodle	Zoom tutorial: Week 9 Thursday (10 May 2021) 6.30-8pm AEST
Week 10 - 17 May 2021		
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 10 Monday (17 May 2021) 5:00 pm AEST
Week 11 - 24 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Spiritual and religious perspectives on wellbeing	Please see selected readings and activities on Moodle	
Week 12 - 31 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Review week	Please see selected readings and activities on Moodle	
Review/Exam Week - 07 Jun 2021		
Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit		Assessment 3: Creating a holistic model of wellbeing theories Due: Review/Exam Week Monday (7 June 2021) 5:00 pm AEST
Exam Week - 14 Jun 2021		
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

Assessment 1 is designed to facilitate understanding of the role of culture in developing, cultivating and interpreting positive characteristics, i.e. how our worldviews (our cultural identification) can significantly affect the development of (and opportunities to cultivate) various positive characteristics.

Your task has two (2) parts:

Part 1: Self-Assessment and discussion using the ADDRESSING (Age, Disability, Religion, Ethnicity, Sexual orientation, Socioeconomic status, Indigeneity, Nationality, Gender orientation) framework. Detailed information on and support for using this framework is provided on Moodle.

1. Choose three (3) criteria in the ADDRESSING framework and complete the Self-Assessment table for these sections (provided on Moodle).
2. Discuss your self-assessment with your partner. (Your partner will be another student in this unit. The Unit

Coordinator will assign these pairs in the first week of the unit).

Part 2: Comparative analysis and reflection:

Write a 1000-word (+/-10%) comparative analysis and reflection on:

1. A brief summary of the strengths your partner identified and the cultural influences on these strengths
2. Differences and similarities between you and your partner
3. Explore:
 - How your thinking about strengths and culture changed through the self-assessment and discussion
 - The thoughts/feelings/issues that arose from the self-assessment and discussion, i.e. gaps in your knowledge where you may need to do more upskilling
 - How would you apply your new knowledge about the complexity of cultural identities, particularly strengths, to working with clients in a positive psychology role (e.g. as an educator, coach, group facilitator, manager, researcher)

Assessment Due Date

Week 6 Monday (19 Apr 2021) 5:00 pm AEST

Return Date to Students

Week 8 Monday (3 May 2021)

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Your work will be assessed on:

- Clarity and depth of self-reflection on strengths and limitations arising from cultural influences
- Comparative analysis skills
- Ability to apply insights from reflection to future work

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

The maximum word count for the comparative analysis task is 1,000 words (+/- 10%). 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

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

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 audio-visual presentation (e.g. PowerPoint slides with audio) on how a religion/spiritual tradition of your choice conceptualises and practices wellbeing.

Your audio-visual presentation 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 needs to be 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 needs to be 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 psychology research literature 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 need to 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 presentation will be a minimum of 9 and a maximum of 10 minutes in length

Assessment Due Date

Week 10 Monday (17 May 2021) 5:00 pm AEST

Return Date to Students

Week 12 Monday (31 May 2021)

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.

Your presentation will be a minimum of 9 and a maximum of 10 minutes in length. Meeting the time limit for the presentation is included as a marking criteria in your marking rubric on Moodle. See the Psychology Word Count Information document for a rationale for using this type of restriction.

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

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

This assessment brings together perspectives on wellbeing from different academic disciplines to develop a holistic view of wellbeing. The aim is to gain a perspective on wellbeing that highlights the different ways it is conceptualized and practiced.

There are two (2) options for completing this assessment. Please choose one of the following options.

Option 1

1. Create a mind map of wellbeing incorporating 2 (two) theories of wellbeing from different academic disciplines
2. Use this map to develop a written critical reflection (750 words +/- 10%) of the similarities and differences between the theories, and the research support for each.

Option 2

Write a 1,500 word (+/- 10%) critical reflection on the similarities and differences between two theories of wellbeing and the research support for each.

The mind map

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. The central concept, which is wellbeing
2. Two main branches each representing a theory
3. Child branches for each of the main branches showing the practices of wellbeing identified by that theory

An example mind map is available on Moodle, as well as a link to a good article on mind mapping which includes online tools if you would like to use these.

The critical reflection

In the critical reflection, you will:

1. Compare and contrast definitions and practices of wellbeing
2. Provide research evidence for the relationship between the theory/practices and wellbeing
3. Bringing the theories together to explore a holistic model

You need to reference the critical reflection and provide a separate References page. The references are academic references, i.e. peer-reviewed journal articles.

Assessment Due Date

Review/Exam Week Monday (7 June 2021) 5:00 pm AEST

Return Date to Students

Exam Week Monday (14 June 2021)

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 (if you undertake Option 1)
- Written comprehension

The maximum word count for the critical reflection is 750 words (+/- 10%) for Option 1 and 1,500 words (+/- 10%) for Option 2. 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. 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.

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