



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

Term 2 - 2023

Profile information current as at 29/04/2024 12:48 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

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 2 - 2023

- 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 SUTE

Feedback

Students noted that unit material (readings and videos) and assessments and workshops were practical and could be applied to their own lives and work.

Recommendation

The Unit Coordinator will maintain the connection between the unit content and real-world applicability.

Feedback from SUTE

Feedback

Students appreciated the depth and usefulness of the assessment feedback provided in video format.

Recommendation

The Unit Coordinator will maintain the format and depth of the feedback provided to students.

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%	•		•
3 - Creative work - 35%		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	◦	◦	

Graduate Attributes	Learning Outcomes		
	1	2	3
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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

AJ Glazebrook Unit Coordinator
a.glazebrook@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Positive Psychology perspectives on wellbeing	Resources supplied on Moodle	

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Culture, diversity and meaning-making	Resources provided on Moodle	

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
The ADDRESSING framework of culture	Resources provided on Moodle	Workshop 1: Thursday 27 July 2023, 6.30 to 8pm AEST

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Privilege, strengths and culture	Resources provided on Moodle	

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Comparing and connecting wellbeing perspectives	Resources provided on Moodle	

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
No topic this week		

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Workshop 2: Thursday 24 August 2023, 6.30 to 8pm AEST
Indigenous perspectives on wellbeing	Resources provided on Moodle	Critical self-reflection on Indigeneity, culture and wellbeing Due: Week 6 Monday (21 Aug 2023) 11:59 pm AEST

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Sexual orientation, gender identity and wellbeing	Resources provided on Moodle	

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Spiritual and religious perspectives on wellbeing	Resources provided on Moodle	

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Existential Positive Psychology perspectives on wellbeing	Resources provided on Moodle	Comparing cultural perspectives on wellbeing Due: Week 9 Monday (11 Sept 2023) 11:59 pm AEST

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Philosophical perspectives on wellbeing

Resources provided on Moodle

Workshop 3: Thursday, 21 September 2023, 6.30 to 8pm AEST

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Sociological perspectives on wellbeing	Resources provided on Moodle	

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Summary/review	Resources on Moodle	Mapping academic theories of wellbeing Due: Week 12 Monday (2 Oct 2023) 11:59 pm AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
No exam in this unit		

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
No exam in this unit		

Assessment Tasks

1 Critical self-reflection on Indigeneity, culture and wellbeing

Assessment Type

Written Assessment

Task Description

Assessment 1 is designed to facilitate understanding of the role of culture in our life circumstances and understandings of wellbeing, with a focus on First Nations wellbeing.

The task has three (3) parts:

Part 1: ADDRESSING Self-Assessment

Complete three (3) criteria of the ADDRESSING framework in the ADDRESSING Self-Assessment tables (the tables are provided on Moodle).

- One (1) of these criteria must be Indigeneity.
- Choose another two (2) you'd like to explore.
- Complete the sections of the relevant table (i.e., either the table for Dominant or non-Dominant group membership depending on which you belong to) for each of these criteria.

Part 2: Comparative analysis

Write a 1,000 word (+/-10%) comparative analysis of Aboriginal and non-Aboriginal perspectives on wellbeing:

The analysis considers how wellbeing is defined from the perspectives of:

- o Aboriginal Australians
- o Non-Aboriginal Australians

Explore the differences and similarities between these perspectives on wellbeing. Consider these differences at both the surface and worldview/ideological levels.

You will draw on quality research literature which also meets quality criteria for writing on Aboriginal and Torres Strait Islander people. Information about these quality criteria is provided on Moodle.

Part 3: Reflection

Write a 500 (+/-10%) critical reflection on:

- The thoughts and feelings that arose in completing the Assessment table and the comparison
- How thinking about culture, in particular Indigeneity, changed through these exercises

Word count

There is no word limit for the self-assessment. Please use the example provided on Moodle and in the reading on

completing this table as a guide for information to include.

The maximum word count for the comparative analysis together with the reflection is 1,500 words (+/- 10%). This word limit includes in-text citations but excludes any reference section. 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.

Assessment Due Date

Week 6 Monday (21 Aug 2023) 11:59 pm AEST

Return Date to Students

Week 8 Monday (4 Sept 2023)

Assessment feedback will be provided within 2 weeks of submission.

Weighting

30%

Assessment Criteria

The assessment will be evaluated on:

1. Ability to accurately identify one's own cultural experiences and coherently and accurately connect these with lived experience of advantages and disadvantages
2. Understanding of privilege and disadvantage and how these create limitations and strengths
3. Critical insight demonstrated in a comparative analysis of Aboriginal and non-Aboriginal wellbeing worldviews
4. Ability to critically self-reflect on changes in thoughts, feelings and actions arising from the exploration of culture, privilege, strengths and limitations
5. Use of research, including ability to apply quality criteria (Aboriginal and non-Aboriginal) to resources, and to accurately and coherently overview relevant research findings
6. Written communication skills, including adhering to word counts
7. Formatting in APA style

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

The word count for this assessment (both parts) is 1,500 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.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

The assessment to be submitted through the portal provided on Moodle.

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 Comparing cultural perspectives on wellbeing

Assessment Type

Presentation

Task Description

This assessment explores differences in approaches to wellbeing in spiritual and religious perspectives OR in sexual/gender orientation.

For this assessment you will develop a short (minimum 9, maximum 10 minute) audio-visual presentation on EITHER:

- a. how a religion/spiritual tradition (one which is different from your own) conceptualises and practices wellbeing OR
- b. the wellbeing needs of diverse sexual and gender orientations (LGBTQIA+*) (one which is different from your own)

*It's a good idea to choose one orientation rather than looking at the whole LGBTQIA+ spectrum. Sexual identifications: gay, lesbian, bisexual, asexual/aromantic, polyamorous. Gender identifications: transgender, non-binary.

Your choice of tradition or orientation must be one that is different from your own.

Below is what to include in your audio-visual depending on which topic you choose:

	Religion/Spiritual tradition	Sexual/gender orientation	Resource requirements
Definition	Describe the tradition – what it is	Describe this identification – what does it mean, describe any terminology that's used	Resources written by members of the tradition/community or quality references by reputable and respectful sources. That is, if you were defining what it means to be transgender, look for sources written by transgender people and/or resources from reputable sources (LGBTQIA+ communities, peer-reviewed research literature). You would not use definitions written by people who position themselves as 'anti-trans'.
Wellbeing	How does this tradition define wellbeing? (e.g., connection to the divine) What are the practices that support wellbeing? (e.g., prayer, fasting, pilgrimage)	How do members of this community define wellbeing (e.g., freedom from discrimination, language use, recognition of rights). What are the practices that support wellbeing? (e.g., clothing, community, recognition of rights)	As for the definition – draw on resources written by members of the tradition/orientation and/or reputable academic sources. The definition and wellbeing sections must together include a minimum of 3 quality resources.
Research	What does the research tell us about how effective these traditional practices are in enhancing wellbeing? (e.g., does the practice of fasting increase wellbeing?)	What does the research tell us about what increases wellbeing in this community? (e.g., does recognition of rights such as marriage equality affect wellbeing?)	Use a minimum of 6 quality resources which are peer-reviewed academic papers/scholarly books or from reputable government and non-government organisations (e.g., the Australian Bureau of Statistics). These sources must be real, accurately reported and relevant to the topic.
Comparison	How is this definition of wellbeing and these practices different from my own? Look at this from a surface and from an ideological/worldview perspective.	How are the needs of this community different from my own? Look at this from a surface and ideological/worldview perspective.	
Reference list			Includes all sources cited in the body of the paper, does not include extra references not in the body of the essay, and formatted in APA style. Sources for all visual materials must also be cited on slides and included in the Reference list.

Your presentation will use both images and audio skillfully to make clear points. You will use audio and visuals to create a well-structured, coherent, and well-argued narrative.

You are aiming to presenting ideas and research in an accessible and engaging manner.

Accessibility includes:

- language that is easily understood by people from all walks of life;
- words and images that represent the full diversity of people and experiences;
- respectful terminology which reflects the most recent statements from the community about appropriate language.

LENGTH: Your short film will be a minimum of 9 and a maximum of 10 minutes in length.

Assessment Due Date

Week 9 Monday (11 Sept 2023) 11:59 pm AEST

Return Date to Students

Week 11 Monday (25 Sept 2023)

Assessment feedback will be returned 2 weeks from the date of assessment submission.

Weighting

35%

Assessment Criteria

This assessment will be evaluated on the student's demonstration of:

1. Knowledge of the chosen tradition/orientation
2. Use of research evidence to identify effective wellbeing practices in the tradition/orientation
3. Depth and breadth of comparison of wellbeing perspectives of one's own and another tradition/orientation
4. Written and oral communication skills, including considerations of diversity and accessibility, and adherence to time limit
5. Quality of resources and referencing, including use of APA formatting

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

The time limit for this assessment is 10 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 time restriction.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

The assessment will be submitted through the assessment portal in Moodle.

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 Mapping academic theories of wellbeing

Assessment Type

Creative work

Task Description

This assessment brings together perspectives on wellbeing from different academic disciplines and philosophical positions to develop a holistic view of wellbeing. It uses a mind map to help you visually connect and contrast two wellbeing theories and their associated wellbeing practices.

It has two parts: a mind map and a critical reflection.

First, choose one of the following academic theories covered in Modules 9, 10 and 11 on the Moodle site:

1. Compare two of the philosophers: Aristotle, Epicurean, Stoic
2. Compare a philosophical approach (Aristotle, Epicurean, Stoic) and existential positive psychology
3. Compare subjective well-being (SWB) and objective wellbeing (specifically, Nussbaum's capability theory of wellbeing)

Then create a mind map of these theories and their related wellbeing practices, which will be the foundation for your critical reflection.

Part 1: The Mind Map

The mind map will include:

1. The central concept, which is wellbeing
2. Two main branches each representing a theory
3. Child branches showing the key concepts of each theory
4. Further child branches for each concept showing the practices of wellbeing connected with that concept

The mind map should help you organize the theories and the associated wellbeing practices each suggests. The aim is to use this map to gain a clearer perspective on wellbeing that highlights the different ways it is conceptualized and practiced.

Presentation of the mind map:

You can draw by hand or use a computer program to design your mind map.

Use images to help you illustrate the words you have used to summarise each element of the theory and its associated practices. For example, if enjoying sensory pleasure is part of the theory, then a related practice would be eating good food – and you would include both 'eating well' in the node and a related image of food. Copyright information on appropriate use and referencing of images is available on the Moodle site.

We're aiming for clarity and accuracy in the mind map. Keep it as simple or complex as you like, just bear in mind that a reader will need to be able to identify the key elements set out above in order to grade the mind map.

Part 2: The Critical Reflection

Use this mind map to develop a written critical reflection (1,000 words +/- 10%) of the similarities and differences between the theories, and the research support for each.

In the critical reflection, you will:

1. Compare and contrast the definitions and practices of wellbeing from each theoretical perspective taking both a surface and worldview/ideological perspective.
2. Use research evidence to evaluate the effectiveness of the suggested wellbeing practices from each theory.
3. Bring the theories together:

- Using the research evidence you've summarized, decide which ideas and practices from both theories are important for improving wellbeing
- Are there places where their worldviews/surface differences are incompatible
- What insights does bringing the theories together create for you in understanding wellbeing more holistically

You need to reference the critical reflection and provide a separate References list as part of your submission.

Assessment Due Date

Week 12 Monday (2 Oct 2023) 11:59 pm AEST

Return Date to Students

Exam Week Monday (16 Oct 2023)

Assessment feedback will be returned 2 weeks from the date of assessment submission.

Weighting

35%

Assessment Criteria

The submission will be evaluated on your demonstration of:

1. Knowledge of two academic wellbeing theories and their associated wellbeing practices
2. The ability to use a mind map to coherently organise information relevant to each wellbeing theory and practices
3. Sourcing, critically analysing and summarising research evidence to argue for the most effective elements of each wellbeing theory and practices
4. Applied knowledge of the surface and ideological/worldview differences of each theory in a critical comparison
5. Critical innovative thinking in bringing the two theories and practices together to create new insights into how best to support wellbeing
6. Referencing quality, accuracy and formatting
7. Adherence to word limits

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

The word count for this assessment (critical reflection) is 1,500 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.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

The assessment will be submitted through the assessment portal in Moodle.

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