PSYC20040 *Wellbeing Initiatives: Local and Global Scales*
Term 2 - 2018

Profile information current as at 18/05/2024 09:17 pm

All details in this unit profile for PSYC20040 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

In this unit, you will examine and critique wellbeing and resilience initiatives, in small and large populations. Initiatives will include not-for-profit organisations, social innovation enterprises, local and state government projects, intentional communities and cooperatives, and global wellbeing and resilience movements. You will research and evaluate successful and unsuccessful city/urban, and rural-based initiatives, and apply that knowledge to design wellbeing initiatives for medium and large-scale applications.

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 - 2018

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Online resource/s**
Weighting: 10%
2. **Written Assessment**
Weighting: 30%
3. **Presentation**
Weighting: 50%
4. **Reflective Practice Assignment**
Weighting: 10%

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.

Unit Learning Outcomes

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

1. Research and critique multi-faceted local and international applications of wellbeing and resilience programs.
2. Apply evidence-based research, and generic principles of wellbeing and resilience programs, to the design of small- to medium-scale, and multi-faceted, large-scale, wellbeing and resilience projects.
3. Apply reflective practice principles for personal and professional development.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Legend: — 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 - Online resource/s - 10%	●		
2 - Written Assessment - 30%	●	●	
3 - Presentation - 50%		●	
4 - Reflective Practice Assignment - 10%			●

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 - Online resource/s - 10%	○	○	○	○	○			
2 - Written Assessment - 30%	○	○	○	○	○	○		
3 - Presentation - 50%	○	○	○	○	○	○		

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
4 - Reflective Practice Assignment - 10%	○	○			○			

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
There are no prescribed textbooks for this unit. Resource material will be provided throughout the term.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

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

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
The planet, nature and people: The case for a global rethink	All readings and resource material will be detailed in the Week 1 to Week 12 sections on the unit Moodle homepage.	

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Community-initiated wellbeing & resilience projects	Please refer to the Week 2 section in Moodle.	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Community Placemaking	Please refer to the Week 3 section in Moodle.	

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic

Initiatives from Governments and International organisations	Please refer to the Week 4 section in Moodle.	**Zoom discussion** session. Thursday (2 AUG) 6:00 pm AEST.

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous initiatives	Please refer to the Week 5 section in Moodle.	**Assessment 4.** Due: Week 5 Monday (6 Aug 2018) 9:00 am AEST

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 1. Due: Vacation Week Monday (13 Aug 2018) 9:00 am AEST

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Social connectedness initiatives	Please refer to the Week 6 section in Moodle.	

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Social enterprises and Social Innovation	Please refer to the Week 7 section in Moodle.	**Assessment 4.** Reflective Practice Journal 2. Due: Week7 Wednesday (29 Aug, 2018) 9:00 am AEST. **Assessment 2.** Due: Week 7 Monday (27 Aug 2018) 9:00 am AEST

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Initiatives from Educational Institutions	Please refer to the Week 8 section in Moodle.	

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Food wellbeing and resilience initiatives	Please refer to the Week 9 section in Moodle.	

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Music & creative arts initiatives	Please refer to the Week 10 section in Moodle.	**Assessment 4.** Reflective Practice Journal 3. Due: Week 10 Monday (17 September, 2018) 9:00 am AEST **Zoom discussion** session. Thursday (20 Sept) 6:00 pm AEST

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Initiatives from Aid and Welfare Organisations	Please refer to the Week 11 section in Moodle.	

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review and add-ins	Please refer to the Week 12 section in Moodle.	

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment 4. Reflective Practice Journal 4. Due: Monday (8 Oct 2018) 9:00 am AEST.
Assessment 3 Due: Review/Exam Week Monday (8 Oct 2018) 9:00 am AEST

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1.

Assessment Type
Online resource/s

Task Description
a. Source, research, and curate online a range of wellbeing and resilience initiatives - at local and global scales.
    i. Must include a minimum of 20 initiatives
    ii. Must include at least one initiative from:
- A local Council
- State government
- Federal government
- Private initiative (e.g., social enterprise start-up)
- Aid or community welfare organisation
- A government from another country
- International initiative (e.g. The Transition Network).

b. Utilise an online curating program to display the initiatives. E.g., Evernote, a blog, Instagram. This collection will underpin the submission for Assessment 2 and will be potentially used in Assessment 3, depending on the option chosen in that assessment.

A detailed Assessment Guide and marking rubric will be supplied in the Unit Moodle homepage.

Assessment Due Date
Vacation Week Monday (13 Aug 2018) 9:00 am AEST
A submission portal will be provided in the Assessment section on the Moodle unit homepage.

Return Date to Students
Week 7 Monday (27 Aug 2018)
Feedback and a marked rubric will be provided in Moodle two weeks after each due date.

Weighting
10%

Assessment Criteria
You will be assessed via the rubric on:
- The quality and diversity of resources collected
- The appropriate range of initiatives resourced, according to the Assessment task description
- The fulfilment of the minimum number of resources required
- The appropriateness of the curating platform utilised.

Referencing Style

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

Submission
Online

Submission Instructions
A portal will be available in the Assessment section on the Unit Moodle homepage. Submission instructions will be detailed in the Assessment Guide.

Learning Outcomes Assessed

- Research and critique multi-faceted local and international applications of wellbeing and resilience programs.

Graduate Attributes

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

2 Assessment 2.

Assessment Type
Written Assessment

Task Description
From your online curated initiatives, determine and report a range of multi-faceted factors and principles that underpin successful wellbeing and resilience initiatives by:
i. Listing the wellbeing and/or resilience factors or outcomes embodied in each of your curated initiatives. You will need to identify each factor or outcome and briefly state how the initiatives foster these factors or outcomes. Further details will be provided in the Assessment Guide and the marking rubric.
ii. Choose **two** initiatives and:
   • Identify and discuss the approaches or structures the initiatives utilise to embody/generate the factors you have identified
     in (i) above
   • Include a brief generic statement (<u>one short sentence</u>) with relevant citation(s) that provides empirical support for each
     factor identified.
     Some lateral thinking may be required if no direct empirical support for a factor has been published.
   • Critique and discuss any relevant shortcomings you are aware of, or, have been reported by others
   • Suggest any improvements/additions/modifications that could be made to the two initiatives.

FORMAT: A report format, not an essay; hence, subheadings and bullet points are to be used.

Assessment Due Date
Week 7 Monday (27 Aug 2018) 9:00 am AEST
A submission portal will be provided in the Assessment section on the Moodle unit homepage.

Return Date to Students
Week 9 Monday (10 Sept 2018)
Feedback and a marked rubric will be provided in Moodle two weeks after each due date.

Weighting
30%

Assessment Criteria
You will be assessed via a rubric on:
   • The critical thinking applied to identifying the key relevant factors embodied within the curated initiatives
   • The evaluation of the two initiatives chosen for Part ii of the assessment
   • Appropriate identification of, and your brief statement regarding, cited empirical support for the factors identified in Part ii
   • Your critique of any perceived shortcomings in the two initiatives
   • Your suggestions for any improvements/additions/modifications that could be made to the two initiatives
   • Accuracy of APA style referencing.

Referencing Style

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

Submission
Online

Submission Instructions
A portal will be available in the Assessment section on the Unit Moodle homepage. Submission instructions will be detailed in the Assessment Guide.

Learning Outcomes Assessed

- Research and critique multi-faceted local and international applications of wellbeing and resilience programs.
- Apply evidence-based research, and generic principles of wellbeing and resilience programs, to the design of small- to medium-scale, and multi-faceted, large-scale, wellbeing and resilience projects.

Graduate Attributes

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

3 Assessment 3

Assessment Type
Presentation

Task Description
This assessment can be undertaken solo, or in pairs. It's an opportunity to dream big, and design or redesign a large physical space that is embedded with physical (and non-physical[1]) elements designed to enhance wellbeing and/or resilience in individuals and communities.

1. Drawing upon the wellbeing and resilience principles and resources derived from Assessments 1 and 2, design a visual plan[2] for **one** of these:

- A new small town, village, or section of a local council area in a new city
- A hospital, school or business/organisation (100+ employees in one location).
- A modified and improved plan for any of the above
- An intentional urban or rural community or eco-village, or,
- A different option you come up with (must be approved by the Unit Coordinator).

2. Detail (in text) the various wellbeing and/or resilience elements – either in a legend, or within specific areas on the plan. The Assessment Guide will provide an example.

3. In a separate document, or in a section of your presentation, list relevant empirical evidence[3] to support the inclusion of your design wellbeing and or/resilience elements.

4. Include a heading and brief description of your project (max 60 words).

FURTHER REQUIREMENTS & INFORMATION

- All of your design **must** be original. These will be checked. You will obviously be utilising wellbeing and resilience concepts from your curated sites but must not plagiarise/copy exisiting designs
- You don't need to go to extensive micro detail in the design area, but rather, have a 'big picture' design, with specific highlighted elements labelled
- If working in pairs, you can choose which curation resources to use, or combine and/or modify both of your curations from Assessment 1.
- Format options include: poster; video; animated poster (e.g., via Camtasia).

[1]Non-physical factors could be elements such as wellbeing and resilience short-courses, run from a purpose-designed workshop space within your larger space (school, village, etc.). There is no need to name the specific courses.
[2]Presentations will be submitted online. They will be uploaded visual presentations - i.e., **not** presented live by you.
[3]Peer-reviewed quality journal articles and reputable scientific books only.
A detailed Assessment Guide and marking rubric will be supplied on the Unit Moodle homepage.

Assessment Due Date
Review/Exam Week Monday (8 Oct 2018) 9:00 am AEST
A submission portal will be provided in the Assessment section on the Moodle unit homepage.

Return Date to Students
Exam Week Monday (15 Oct 2018)
Feedback and a marked rubric will be provided in Moodle two weeks after each due date.

Weighting
50%

Assessment Criteria
You will be assessed via the rubric on:
 • Evidence of critical thinking in the choice and applications of wellbeing and/or resilience elements embedded within the design
 • The inclusion, clarity and quality of an appropriate legend or in-design equivalent listing wellbeing and/or resilience

elements
  • The quality of the presentation
  • The evident effort utilised to create the presentation
  • The quality and quantity of your relevant empirical evidence presented to support your design's wellbeing and or/resilience elements
  • Adherence to APA style

Referencing Style

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

Submission
Online Group

Submission Instructions
A portal will be available in the Assessment section on the Unit Moodle homepage. Submission instructions will be detailed in the Assessment Guide.

Learning Outcomes Assessed

  • Apply evidence-based research, and generic principles of wellbeing and resilience programs, to the design of small- to medium-scale, and multi-faceted, large-scale, wellbeing and resilience projects.

Graduate Attributes

  • Knowledge
  • Communication
  • Cognitive, technical and creative skills
  • Research
  • Self-management
  • Ethical and Professional Responsibility

4 Assessment 4.

Assessment Type
Reflective Practice Assignment

Task Description
Four Reflective Practice Journal entries (300 -500 words each) will be required for this assessment piece. Details will be provided in the Assessment 4 Guide (on the unit Moodle homepage) regarding the content, approach, and format.
The Reflective Practice Journals will provide the opportunity to reflect on your professional and personal journey, as well as documenting your developing knowledge, competencies and insights in the domain.
Journal due dates are listed in the Unit Profile Schedule section.
Please refer to the Assessment 4 Guide for full details.

Assessment Due Date
Week 5 Monday (6 Aug 2018) 9:00 am AEST
The four submission due dates are listed in the Unit Profile Schedule and the Unit and Assessment Information document in Moodle.

Return Date to Students
Week 7 Monday (27 Aug 2018)
Diary feedback and a mark will be provided in Moodle two weeks after each due date.

Weighting
10%

Assessment Criteria
Feedback will be provided - and a mark given - based on adherence to the assessment requirements detailed in the Assessment 4 Guide. Whilst each Reflective Practice submission will allow you flexibility to develop your own style for reflecting on your personal and professional development in the unit, the following assessment criteria will be used:
  • Inclusion and clarity of description of the reflection event/experience, activity or focus
  • Inclusion and clarity of intellectual and emotional responses to the reflective focus
  • Evidence of comparing current insights to previous understandings
  • Inclusion and clarity of domain- or career-specific reflections
  • The effort evident in each submission.

Referencing Style

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

Submission
Online

Submission Instructions
A portal will be available in the Assessment section on the Unit Moodle homepage. Submission instructions will be detailed in the Assessment Guide.

Learning Outcomes Assessed

- Apply reflective practice principles for personal and professional development.

Graduate Attributes

- Knowledge
- Communication
- Self-management

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