



# PSYC20040 Wellbeing Initiatives: Local and Global Scales

## Term 2 - 2022

Profile information current as at 11/04/2024 11:35 am

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 community, national and global settings. 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 a wellbeing initiative for a local application.

### 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 - 2022

- 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. **Online resource/s**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Practical Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Moodle Have Your Say

##### Feedback

Students report that the practical, applied focus of the assessments helped them implement the underpinning theory.

##### Recommendation

The Unit will continue to use practical, applied assessments.

#### Feedback from Unit Coordinator's observations through the assessments and tutorials

##### Feedback

The Unit Coordinator observed that some students struggled with understanding how a systems perspective can be used to improve individual and community wellbeing.

##### Recommendation

Additional lecture notes and tutorial activities will be provided to students to support their understanding of how a systems perspective can be used with individuals and communities to improve wellbeing.

## Unit Learning Outcomes

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

1. Evaluate local, national and international wellbeing and resilience programs.
2. Apply evidence-based research, and generic principles of wellbeing and resilience programs, to the design of a small-scale wellbeing project.
3. Demonstrate communication skills which convey a compelling and persuasive argument for an innovative small-scale wellbeing program.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online resource/s - 20%	•		
2 - Written Assessment - 30%	•	•	•
3 - Practical Assessment - 50%		•	•

### 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 - 20%	○	○		○				
2 - Written Assessment - 30%	○	○		○	○			
3 - Practical Assessment - 50%	○	○	○	○		○		

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

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

## Schedule

### Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
From individual to interdependent wellbeing	Please see selected readings and activities on Moodle	<b>Tutorial: Week 1 Thursday (14 July 2022) 6:30-8:00pm AEST</b>

### Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Flourishing communities	Please see selected readings and activities on Moodle	<i>Zoom drop-in session: Friday 22 July 2022 12.30 to 1.30pm AEST</i>

### Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Transformative change	Please see selected readings and activities on Moodle	<b>Assessment 1 Curation of wellbeing initiatives</b> Due: Week 3 Monday (25 July 2022) 5:00 pm AEST

### Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Frameworks for transformative change I: Asset-Based Community Development	Please see selected readings and activities on Moodle	

### Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Frameworks for transformative change II: Prilleltensky's SPEC model	Please see selected readings and activities on Moodle	<b>Tutorial: Week 5 Thursday 11 August 2022) 6:30-8:00 pm AEST</b>

### Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
No module/topics this week		<i>Zoom drop-in session: Friday 19 August 2022 12.30 to 1.30pm AEST</i>

### Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Intentional communities, eco-villages and co-housing	Please see selected readings and activities on Moodle	<b>Assessment 2 Critically evaluating wellbeing initiatives</b> Due: Week 6 Monday (22 Aug 2022) 5:00 pm AEST

### Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Community-based food security	Please see selected readings and activities on Moodle	

### Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic

Placemaking

Please see selected readings and activities on Moodle

**Tutorial: Week 8 Thursday (8 September 2022) 6:30-8:00 pm AEST**

#### Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
First Nations People wellbeing initiatives	Please see selected readings and activities on Moodle	

#### Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Initiatives for social connectedness	Please see selected readings and activities on Moodle	<i>Zoom drop-in session: Friday 23 September 2022 12.30 to 1.30pm AEST</i>

#### Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Social innovation and social enterprises	Please see selected readings and activities on Moodle	<b>Assessment 3 Designing a small-scale community wellbeing initiative</b> Due: Week 11 Monday (26 Sept 2022) 5:00 pm AEST

#### Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Art and music wellbeing initiatives	Please see selected readings and activities on Moodle	

#### Review/Exam Week - 10 Oct 2022

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

#### Exam Week - 17 Oct 2022

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

## Assessment Tasks

### 1 Assessment 1 Curation of wellbeing initiatives

#### Assessment Type

Online resource/s

#### Task Description

For Assessment 1 you will choose a community wellbeing issue and find existing initiatives which respond to this issue. This assessment has two parts.

##### Part 1

Outline a community wellbeing issue and the systemic factors which create it.

Word length: 300 (10%+/-).

You need to include references both in the body of your summary and in a reference list. The word limit excludes your reference list.

##### Part 2

You will identify 4 existing community-level initiatives that respond to this issue by taking a transformative rather than an individual/internal approach to change.

For each initiative please include:

1. Title of initiative
2. A link to a website or social media page or, if they're not online, an information brochure
3. A brief summary of how they address the issue you've identified

Word length: 100 (+/- 10%) words for each initiative

**Assessment Due Date**

Week 3 Monday (25 July 2022) 5:00 pm AEST

**Return Date to Students**

Week 5 Monday (8 Aug 2022)

Assessment feedback and grades will be available 2 weeks after submission.

**Weighting**

20%

**Assessment Criteria**

The assessment is graded on:

1. Understanding community wellbeing and structural causes of wellbeing
2. Relevance, comprehensiveness and clear summarising of an issue and curation of appropriate initiatives
3. Understanding and use of research evidence, including quality of resources

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

The assessment will be submitted through Moodle.

**Learning Outcomes Assessed**

- Evaluate local, national and international wellbeing and resilience programs.

**Graduate Attributes**

- Knowledge
- Communication
- Research

## 2 Assessment 2 Critically evaluating wellbeing initiatives

**Assessment Type**

Written Assessment

**Task Description**

For Assessment 2, you will choose two of the initiatives curated in Assessment 1 and then you will identify and critically evaluate the elements of these two initiatives.

For each of initiative you will:

1. List the program elements (e.g. mentoring by local business owners, a community garden; political action; consciousness-raising)
2. For each program element, identify and summarise the research support for the efficacy/outcomes of this type of activity. Use quality peer-reviewed empirical journal articles.
3. Critique and discuss any relevant shortcomings of the initiatives based on:
  - a. The research findings
  - b. A model of transformative change: Asset-Based Community Development and/or Prilleltensky's SPEC (Strengths, Prevention, Empowerment, Community Change) model
  - c. How the initiative impacts the environment
  - d. Diversity and inclusion – who is included and excluded
4. Suggest practical improvements based on your critique that could be made to the two initiatives so that they better meet their proposed outcomes. (Check: do the practical improvements you're suggesting have wider positive or negative impacts on the 'system' e.g. do they have environmental impacts, resource requirements)

WORD LIMIT: 1,500 +/- 10%

This word limit includes in-text citations but excludes any reference section. Meeting the word count 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 word limit restriction.

**Assessment Due Date**

Week 6 Monday (22 Aug 2022) 5:00 pm AEST

**Return Date to Students**

Week 8 Monday (5 Sept 2022)

Assessment feedback will be available 2 weeks after submission

### **Weighting**

30%

### **Assessment Criteria**

The assessment will be evaluated on:

1. Accuracy and clarity in identifying program elements
2. Use of relevant research findings and models of transformative change to evaluate the programs' effectiveness in enhancing community wellbeing
3. Development of evidence-based recommendations for modifying the programs using the research and models of change
4. Written comprehension, referencing and adherence to word limit

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

The assessment will be submitted online through Moodle.

### **Learning Outcomes Assessed**

- Evaluate local, national and international wellbeing and resilience programs.
- Apply evidence-based research, and generic principles of wellbeing and resilience programs, to the design of a small-scale wellbeing project.
- Demonstrate communication skills which convey a compelling and persuasive argument for an innovative small-scale wellbeing program.

### **Graduate Attributes**

- Knowledge
- Communication
- Research
- Self-management

## **3 Assessment 3 Designing a small-scale community wellbeing initiative**

### **Assessment Type**

Practical Assessment

### **Task Description**

In Assessment 3, you will design a small-scale community wellbeing initiative using transformative change principles. You will present your initiative by recording a short presentation.

Your presentation will include:

1. The proposed name of your initiative
2. Describe your program/initiative
  - a. What it is and how it responds to the issue
  - b. For the 'how' part, you will
    - i. Utilise a framework for change (Asset-Based Community Development and/or Prilleltensky's Strengths, Prevention, Empowerment, Collective Change model) and outline how the program fits with this framework
    - ii. Detail the research evidence-base for the program elements
    - iii. Highlight the ways the initiative incorporates environmental care into the design
3. Provide a reference list of all research, image and sound sources, either as part of your film or in a separate document (its probably easier to make this the last slide in your film though).

Please use creative ways to present your initiative – animation, images, music. The communication aim is to persuade and convince people of the usefulness, feasibility and potential of your initiative.

**LENGTH:** 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.

**Assessment Due Date**

Week 11 Monday (26 Sept 2022) 5:00 pm AEST

**Return Date to Students**

Review/Exam Week Monday (10 Oct 2022)

Assessment feedback will be available two weeks after submission.

**Weighting**

50%

**Assessment Criteria**

The assessment will be evaluated on:

1. Critical use of research and transformative change models to develop an evidence-based program that addresses a community wellbeing issue
2. Persuasiveness and creativity of presentation
3. Adherence to referencing and time limit requirements

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

The assessment will be submitted through Moodle.

**Learning Outcomes Assessed**

- Apply evidence-based research, and generic principles of wellbeing and resilience programs, to the design of a small-scale wellbeing project.
- Demonstrate communication skills which convey a compelling and persuasive argument for an innovative small-scale wellbeing program.

**Graduate Attributes**

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

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem