



# PSYC20042 *Building Wellbeing and Resilience:* *Interconnected Factors*

## Term 1 - 2018

Profile information current as at 04/05/2024 07:05 am

All details in this unit profile for PSYC20042 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 interconnected factors and complex systems that impact wellbeing and resilience at an individual and societal level. At the individual level, you will examine the interplay between mental processes, emotions, and physiology, and assess how to positively influence these areas. You will also evaluate the importance of factors such as sleep, nutrition and diet, exercise, social support, fun, play, and creativity. At a societal level, you will evaluate the impact on wellbeing and resilience of factors such as education, health systems, societal norms and values, and the impact of built and natural environments. Within this interconnected-factors framework, you will draw on evidence-based research, tools, approaches, and models, to promote wellbeing and resilience interventions.

### 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 - 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. **Written Assessment**

Weighting: 45%

#### 2. **Online resource/s**

Weighting: 45%

#### 3. **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. Critically analyse wellbeing and resilience resources, including contemporary discipline research, programs and interventions
2. Evaluate and discuss the integration of psychological, physiological, and environmental health approaches
3. Design and produce a professional wellbeing and resilience educational resource
4. Apply reflective practice to chronicle your insights and awareness of interconnected wellbeing factors.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 45%	•	•		
2 - Online resource/s - 45%			•	
3 - Reflective Practice Assignment - 10%				•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - 45%	○	○	○	○	○			
2 - Online resource/s - 45%	○	○	○	○	○	○		
3 - Reflective Practice Assignment - 10%	○	○			○			

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

Whilst there are no prescribed text books for this unit, some texts will be suggested via the unit Moodle site. Regular weekly readings will also be provided in the Moodle unit site.

### 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

**Adam Gerace** Unit Coordinator  
[a.gerace@cqu.edu.au](mailto:a.gerace@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Understanding wellbeing and resilience: Ecological approaches and PERMA +	Please see selected readings and activities on Moodle	

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Positive emotions and wellbeing	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 2 Thursday (15 March 2018) 7:30-8:30 pm AEDT</b>

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Mindsets	Please see selected readings and activities on Moodle	

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Health and wellbeing (Part 1)	Please see selected readings and activities on Moodle	<b>Assessment 3 - Reflective Practice Assignment:</b> Journal entry 1 Due: Week 4 Monday (26 Mar 2018) 9:00 am AEST

### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Health and wellbeing (Part 2) Please see selected readings and activities on Moodle

### Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
No module/topics this week		<b>Assessment 1 - Written Assessment</b>  <b>Curate wellbeing articles, videos, and websites into a curating platform</b> Due: Vacation Week Monday (9 Apr 2018) 9:00 am AEST

### Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Resilience	Please see selected readings and activities on Moodle	<b>Assessment 3 - Reflective Practice Assignment:</b> Journal entry 2 Due: Week 6 Monday (16 Apr 2018) 9:00 am AEST

### Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
The search for meaning: Strengths, values, and goals	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 7 Thursday (26 April 2018) 7:30-8:30 pm AEST</b>

### Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Children and wellbeing	Please see selected readings and activities on Moodle	<b>Assessment 3 - Reflective Practice Assignment:</b> Journal entry 3 Due: Week 8 Monday (30 Apr 2018) 9:00 am AEST

### Week 9 - 07 May 2018

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

### Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Wellbeing at work	Please see selected readings and activities on Moodle	<b>Zoom Tutorial: Week 10 Thursday (17 May 2018) 7:30-8:30 pm AEST</b> <b>Assessment 3 - Reflective Practice Assignment:</b> Journal entry 4 Due: Week 10 Monday (14 May 2018) 9:00 am AEST

### Week 11 - 21 May 2018

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

### Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Bringing it all together: Individual and societal contributors to wellbeing and resilience	Please see selected readings and activities on Moodle	<b>Assessment 2 - Online resource</b>  <b>Positive Psychology, Wellbeing, and Resilience website blog</b> Due: Week 12 Monday (28 May 2018) 9:00 am AEST

### Review/Exam Week - 04 Jun 2018

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

### Exam Week - 11 Jun 2018

Module/Topic

Chapter

Events and Submissions/Topic

There are no examinations for this unit

## Term Specific Information

The Unit Coordinator for **Building Wellbeing and Resilience: Interconnected Factors** PSYC20042 (2018 Term 1) is [Dr Adam Gerace](#).

## Assessment Tasks

### 1 Curate wellbeing articles, videos, and websites into a curating platform

#### Assessment Type

Written Assessment

#### Task Description

In Assessment 1, students are required to follow a series of steps that will provide the framework and content for the Assessment 2 task, which is to develop an online positive psychology, wellbeing, and resilience blog.

For Assessment 1, students will

1. Choose at least 10 topics from a list of wellbeing topics (provided on the Moodle site)
2. Pertaining to the 10 chosen topics from the list, source, collate and examine a collection of quality, relevant websites, peer-reviewed research articles, research-oriented summary media articles, and videos.
3. Analyse and evaluate a selection of the collected resources.

For at least five of the 10 topics chosen, resources should include a peer-reviewed journal article. However, all collected resources (e.g. a websites, videos) should be underpinned by peer-reviewed research.

Topic area resources collected must have a primary focus on positive psychology and/or wellbeing and resilience, and, where feasible, choose resources that are a mix of age-appropriateness (e.g. children, teenagers, adults, older adults). Students should also collect a range of resources covering psychological, physiological/physical, and environmental approaches to wellbeing/resilience. Each topic area must include at least one wellbeing intervention/wellbeing practice. Further task details will be available on the unit Moodle site.

#### Assessment Due Date

Vacation Week Monday (9 Apr 2018) 9:00 am AEST

#### Return Date to Students

Week 6 Friday (20 Apr 2018)

Feedback and grade for this assessment will be provided to students within 2 weeks of submission.

#### Weighting

45%

#### Assessment Criteria

Students will be assessed on:

- Quality and diversity of resources collected on positive psychology and wellbeing and resilience
- Integration of psychological, physiological, and environmental health approaches for each topic area
- Evaluation of resources and wellbeing interventions/wellbeing practices supported by empirical evidence.

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

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

This assessment will be submitted online through Moodle. A submission portal will be provided in the unit Moodle site on

the homepage in the Assessment section.

### **Learning Outcomes Assessed**

- Critically analyse wellbeing and resilience resources, including contemporary discipline research, programs and interventions
- Evaluate and discuss the integration of psychological, physiological, and environmental health approaches

### **Graduate Attributes**

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

## **2 Positive Psychology, Wellbeing, and Resilience website blog**

### **Assessment Type**

Online resource/s

### **Task Description**

In Assessment 2, students will build on the resources collected and examined for Assessment 1 to design and produce a Positive Psychology, Wellbeing, and Resilience website blog

For Assessment 2, students will

1. Choose five topic areas of interest from their Assessment 1 curated collection
2. Research a web blog platform to use
3. Prepare a series of blog posts for the topics with evidence-based information (and references) pertaining to the area
4. Detail at least one suitable, evidence-based wellbeing intervention/practice area per topic area

For each topic area, students will provide evidence-based information (and references) pertaining to the area (wellbeing and/or resilience focus), and detail at least one wellbeing intervention/practice idea – underpinned by empirical evidence – per area.

Further task details will be available on the unit Moodle site.

### **Assessment Due Date**

Week 12 Monday (28 May 2018) 9:00 am AEST

### **Return Date to Students**

Review/Exam Week Friday (8 June 2018)

Feedback and grade for this assessment will be provided to students within 2 weeks of submission.

### **Weighting**

45%

### **Assessment Criteria**

Students will be assessed on

- Examination of main issues pertaining to topic areas
- Rationale for choosing, and evaluation of, specific evidence-based interventions/practices
- Presentation and written communication skills
- Use of citations and references

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

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

This assessment will be submitted online through Moodle. A submission portal will be provided in the unit Moodle site on the homepage in the Assessment section.

### **Learning Outcomes Assessed**

- Design and produce a professional wellbeing and resilience educational resource

## Graduate Attributes

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

## 3 Reflective practice journal

### Assessment Type

Reflective Practice Assignment

### Task Description

In Assessment 3, students will use a reflective practice journal to chronicle their reflections and insights of interconnected wellbeing and resilience factors.

Students will produce four reflective practice journal entries (300-500 words each) throughout the term documenting

- reflections on unit content, and their growing understanding of the interconnections between physiological, psychological, and environmental wellbeing/resilience factors
- connections made between unit content and previous life experiences and observations
- evaluation of changes in prior perceptions and beliefs regarding wellbeing and resilience
- plans for future action using unit learning, or actual experimentation undertaken with unit concepts, in home and/or work life

Further task details will be available on the unit Moodle site.

### Assessment Due Date

Journal entries will be due in Week 4 Monday (26 Mar 2018) 9:00 am AEST; Week 6 Monday (16 Apr 2018) 9:00 am AEST; Week 8 Monday (30 Apr 2018) 9:00 am AEST; and Week 10 Monday (14 May 2018) 9:00 am AEST

### Return Date to Students

Feedback and grade for each journal entry assessment will be provided to students within 2 weeks of each submission.

### Weighting

10%

### Assessment Criteria

Students will be assessed on

- Self-reflection and examination of their own learning
- Application of learning to previous life experiences and/or future action in response to learning

### Referencing Style

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

### Submission

Online

### Submission Instructions

This assessment will be submitted online through Moodle. A submission portal will be provided in the unit Moodle site on the homepage in the Assessment section.

### Learning Outcomes Assessed

- Apply reflective practice to chronicle your insights and awareness of interconnected wellbeing factors.

### 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