



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

Term 1 - 2021

Profile information current as at 27/04/2024 09:10 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 - 2021

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 35%

2. **Online resource/s**

Weighting: 45%

3. **Reflective Practice Assignment**

Weighting: 20%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student feedback (evaluations).

Feedback

Students praised the comprehensive, practical and topical nature of the unit content and assessments.

Recommendation

The unit should maintain the focus on building practical competencies and the introduction of topical and emerging areas in the positive psychology area.

Feedback from Student feedback (evaluations).

Feedback

Students appreciated the constructive feedback on assessment pieces, which allowed them to implement this feedback in subsequent assessment pieces.

Recommendation

The teaching team should maintain the focus on strengths-based and constructive feedback.

Feedback from Student feedback (evaluations).

Feedback

Students particularly enjoyed the creation of a live blog (Assessment 2), which many suggested was a useful skill for future work and employment.

Recommendation

The unit should retain the blog assessment piece.

Feedback from Student feedback (evaluations).

Feedback

Some students would like more interaction with fellow students in live tutorials.

Recommendation

The teaching team should look for ways to increase student interaction in live tutorials such as more group activities and smaller group discussions.

Feedback from Student feedback (evaluations).

Feedback

A couple of students felt that there should be less reliance on discussion forums for information about assessments.

Recommendation

The teaching team will look to see where assessment information can be communicated in extended versions of the assessment details booklet, as well as making it clearer to students of the importance of staying up to date with forum posts

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 - 35%	•	•		
2 - Online resource/s - 45%	•		•	
3 - Reflective Practice Assignment - 20%				•

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 - 35%	○	○	○	○	○			
2 - Online resource/s - 45%	○	○	○	○	○	○	○	
3 - Reflective Practice Assignment - 20%	○	○			○			

Textbooks and Resources

Textbooks

PSYC20042

Supplementary

Positive Psychology: Theory, Research and Applications

2nd edition (2019)

Authors: Ilona Boniwell and Aneta D. Tunariu

Open University Press. McGraw-Hill Education

New York , USA , NY

ISBN: 978-0-335-262-182 (pb), eISBN: 978-0-335-262-199

Binding: Paperback

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Supplementary

The Oxford Handbook of Positive Psychology

2nd edition (2009)

Authors: Shane J. Lopez and C.R. Snyder (editors)

Oxford University Press

New York , USA , NY

ISBN: 978-0-19-986216-0 (pb)

Binding: Paperback

Additional Textbook Information

There are no prescribed textbooks for this unit. However, the Graduate Certificate in Positive Psychology, Graduate Diploma of Positive Psychology courses, and Master of Applied Positive Psychology will draw heavily upon these recommended texts as we move through each of the units.

The *Positive Psychology: Theory Research and Applications* textbook is an introductory text designed specifically for tertiary education, and a version of this book will also be available through the CQU Library as an e-book or in PDF format. This is a good starting point for those who have not previously studied or worked within the Positive Psychology area. *The Oxford Handbook of Positive Psychology* textbook is a more advanced text, focused on research and applications within the positive psychology space.

[View textbooks at the CQUniversity Bookshop](#)

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

Adam Gerace Unit Coordinator

a.gerace@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021		
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 - 15 Mar 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Positive emotions and wellbeing	Please see selected readings and activities on Moodle	Zoom Tutorial: Week 2 Tuesday (16 Mar 2021) 6:30-8:00 pm AEDT
Week 3 - 22 Mar 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Mindsets	Please see selected readings and activities on Moodle	
Week 4 - 29 Mar 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Health and wellbeing (Part 1)	Please see selected readings and activities on Moodle	Zoom Tutorial: Week 4 Tuesday (30 Mar 2021) 6:30-8:00 pm AEDT
Week 5 - 05 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Health and wellbeing (Part 2)	Please see selected readings and activities on Moodle	
Vacation Week - 12 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
No module/topics this week		Assessment 3 - Reflective Practice Assignment: Journal entries 1 and 2 Due: Vacation Week Monday (12 Apr 2021) 5:00 pm AEST
Week 6 - 19 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Resilience	Please see selected readings and activities on Moodle	
Week 7 - 26 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
The search for meaning: Strengths, values, and goals	Please see selected readings and activities on Moodle	Zoom Tutorial: Week 7 Tuesday (27 Apr 2021) 6:30-8:00 pm AEST Assessment 1 - Written Assessment Curate wellbeing articles, videos, and websites Due: Week 7 Tuesday (27 Apr 2021) 5:00 pm AEST
Week 8 - 03 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Young people and wellbeing	Please see selected readings and activities on Moodle	
Week 9 - 10 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Environment and wellbeing	Please see selected readings and activities on Moodle	
Week 10 - 17 May 2021		

Module/Topic	Chapter	Events and Submissions/Topic
Wellbeing at work	Please see selected readings and activities on Moodle	Zoom Tutorial: Week 10 Tuesday (18 May 2021) 6:30-8:00 pm AEST Assessment 3 - Reflective Practice Assignment: Journal entries 3 and 4 Due: Week 10 Monday (17 May 2021) 5:00 pm AEST
Week 11 - 24 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Aging and wellbeing	Please see selected readings and activities on Moodle	
Week 12 - 31 May 2021		
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	
Review/Exam Week - 07 Jun 2021		
Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit		Assessment 2 - Online resources Positive Psychology, Wellbeing, and Resilience website blog Due: Review/Exam Week Monday (7 June 2021) 5:00 pm AEST
Exam Week - 14 Jun 2021		
Module/Topic	Chapter	Events and Submissions/Topic
There are no examinations for this unit		

Assessment Tasks

1 Curate wellbeing articles, videos, and websites

Assessment Type

Written Assessment

Task Description

In Assessment 1, you 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, you 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 and collate a collection of peer-reviewed research articles, quality relevant websites, research-oriented summary media articles, and videos
3. Reference each resource using APA style
4. For five topic areas, summarise, analyse and evaluate the collected resources (400 words +/- 10% per topic area).

For all 10 topics chosen, resources should include, where available, a review article (e.g., systematic review, narrative review) from a peer-reviewed journal. However, all collected resources (e.g. 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. Where feasible, resources should be a mix of age-appropriateness (e.g. children, teenagers, adults, older adults). Your chosen resources should also cover psychological, physiological/physical, and environmental approaches to wellbeing/resilience. Each topic area must include at least one wellbeing intervention/practice.

Maximum word count for the analysis and evaluation of five topic areas: 2000 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.

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

Assessment Due Date

Week 7 Tuesday (27 Apr 2021) 5:00 pm AEST

Return Date to Students

Week 9 Monday (10 May 2021)

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

Weighting

35%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on:

- Quality, appropriateness, 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.
- Adherence to word count.

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

In order to pass the unit, you will need to score at least 50% in this assessment.

Referencing Style

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

Submission

Online

Submission Instructions

A submission portal will be provided in in the Assessment section of the unit Moodle site.

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, you 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, you will:

1. Choose five topic areas of interest from your Assessment 1 curated collection
2. Research and choose an appropriate web blog platform to use
3. Prepare a series of five blog posts, one post per topic area, 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.

Maximum word count: 2500 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. Further task details will be available on the unit Moodle site.

Assessment Due Date

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

Return Date to Students

Exam Week Friday (18 June 2021)

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

Weighting

45%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on:

- Your 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
- Adherence to word count.

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

In order to pass the unit, you will need to score at least 50% in this assessment.

Referencing Style

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

Submission

Online

Submission Instructions

A submission portal will be provided in in the Assessment section of the unit Moodle site.

Learning Outcomes Assessed

- Critically analyse wellbeing and resilience resources, including contemporary discipline research, programs and interventions
- 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
- Leadership

3 Reflective practice journal

Assessment Type

Reflective Practice Assignment

Task Description

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

You will produce four reflective practice journal entries (500 words each, +/- 10%) throughout the term documenting:

- reflections on unit content, and your 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.

Journal entries 1 and 2, which will be submitted together, will focus on unit content from the first half of the unit. Journals 3 and 4, which will be submitted together, will focus on unit content from the second half of the unit.

Maximum word count: 500 words (+/- 10%) per entry. 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.

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

Assessment Due Date

Journal entries 1 and 2 will be due Vacation Week Monday (12 Apr 2021) 5:00 pm AEST; Journal entries 3 and 4 will be due Week 10 Monday (17 May 2021) 5:00 pm AEST

Return Date to Students

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

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on:

- Self-reflection and examination of your own learning
- Application of learning to previous life experiences and/or future action in response to learning.
- Adherence to word count.

In order to pass the unit, you will need to score an overall mark of at least 50% in this assessment.

Referencing Style

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

Submission

Online

Submission Instructions

A submission portal will be provided in in the Assessment section of the unit Moodle site.

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