PSYC20049 *Managing Workplace Mental Health*
Term 2 - 2020

All details in this unit profile for PSYC20049 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

This unit will equip you with strategies, skills and knowledge for promoting mental health in the workplace. On completion of this unit you will be able to implement practical evidence based workplace initiatives designed to enhance individual, team and organisational mental health and performance capabilities. You will have the skills to assist in the development of resilience capabilities in staff, colleagues and/or clients. You will learn how to identify individuals who may not be coping well and how to interact with them to assist. The unit provides you with the opportunity to learn more about your own resilience capabilities in addition to gaining increased capability to intervene early and manage situations where the emotional wellbeing/resilience of others may be becoming compromised. The unit explores topics such as social engagement, problem-solving, signature strengths, emotional self-management, risk assessment and action planning within a work context.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
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 - 2020

- 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. **Case Study**
Weighting: Pass/Fail
2. **Presentation**
Weighting: Pass/Fail
3. **Written Assessment**
Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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. Analyse the interplay between personal and workplace factors in promoting and maintaining psychological health in the workplace
2. Apply key behavioural, social and cognitive theories to promote and enhance psychological health in the workplace
3. Conduct assessments to detect resilience resource deficits
4. Review and assess mechanisms to change counterproductive mental habits
5. Design and develop an action plan to promote resilience and psychological wellbeing in the workplace.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — | 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	4	5
1 - Case Study - 0%	●	●	●	●	
2 - Presentation - 0%		●	●		
3 - Written Assessment - 0%				●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Case Study - 0%	○			○	○	○		
2 - Presentation - 0%	○	○	○	○	○	○	○	
3 - Written Assessment - 0%	○	○	○	○		○	○	

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)
- Zoom account (Free)

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

Sheree Wallis Unit Coordinator
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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to mental health in the workplace; definition, context and understanding the stressors that can lead to poor mental health for a individual, group/team and workplace. Indigenous and cultural considerations in managing workplace mental health will be discussed regularly throughout the term as it applies to the specific topics covered.	Greden, J., Garcia-Tosi, R & Harrington, A (2019). Healthy minds at work: Challenges and strategies for businesses. In: Riba, M., Parikh, S., Greden, J (eds), *Mental Health in the Workplace. Integrating Psychiatry and Primary Care*. pp. 1-16. In eReading list attached to unit Moodle site. Chopra, P. (2009). Mental health and the workplace: issues for developing countries. *International Journal of Mental Health Systems*,3(4). In eReading list attached to unit Moodle site. Beyond Blue (2014). State of workplace mental health in Australia.In eReading list attached to unit Moodle site.	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

Harvey, S et al., (2017). Can work make you mentally ill? A systematic meta-review of work-related risk factors for common mental health problems. *Occupational and Environmental Medicine, 74,* pp. 301-310. In eReading list attached to unit Moodle site.
Kelloway, K (2018). Introduction to the special issue on workplace mental health. *Canadian Journal of Administrative Sciences, 35*, pp. 505-508. In eReading list attached to unit Moodle site.
Taubman, D., Velyvis, V & Parikh, S (2019). Assessment and treatment of mood and anxiety disorders in the workplace. In: Riba, M., Parikh, S., Greden, J (eds), *Mental Health in the Workplace. Integrating Psychiatry and Primary Care.* pp. 111-129. In eReading list attached to unit Moodle site.

Mental health wellness - who owns this? Individual, workplace, organisation, line supervisor/manager, health professional, other?

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Frameworks and theoretical models for deconstructing the impact/s the workplace can have on the mental health of staff, both positively and negatively.	Jenkins, K and Harvey, S (2019). Australian experiences. In: Riba, M., Parikh, S., Greden, J (eds), *Mental Health in the Workplace. Integrating Psychiatry and Primary Care*. pp. 49-66. In eReading list attached to unit Moodle site.	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Practice skills and resources for the support of staff or colleagues to strengthen resilience, self-care strategies, self-confidence and self worth dialogue in the workplace.	Hatch, P., Winefield, H., Christie, B and Lievaart, J (2011). Workplace stress, mental health, and burnout of veterinarians in Australia. *Australian Veterinary Journal, 89*(11), pp. 460-478. In eReading list attached to unit Moodle site. Morganstein, J., West, J & Ursano, R (2019). Work-associated trauma. In: Riba, M., Parikh, S., Greden, J (eds), *Mental Health in the Workplace. Integrating Psychiatry and Primary Care.* pp. 161-180. In eReading list attached to unit Moodle site.	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Healthy and sustainable leadership attributes in the workplace - what are they and can they be developed?	Dellve, L., Skagert, K & Vilhelmsson, R (2007). Leadership in workplace health promotion projects: 1 - 2 year effects on long-term work attendance. *European Journal of Public Health, 17(*5). pp. 471-476. Fevre, R., Robinson, A., Lewis, D & Jones, T (2012). Insight into ill-treatment; patterns, causes and solutions. *Contemporary Readings in Law and Social Justice*. pp. 1-41. In eReading list attached to unit Moodle site. Harms, L (2015). Understanding communication and change In: *Working with People. Communication Skills for Reflective Practice. (2nd edit.),* pp 25-49. In eReading list attached to unit Moodle site.	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
How to manage and lead when a crisis situation occurs that impacts on the mental health of staff in a workplace. Development of an Action Plan for individual and collective staff in a time of crisis.	Kinder, A and Rick, J. (2012). Preparing for and managing trauma within organizations: How to rehabilitate employees back to work. In Hughes, R., Kinder, A and Cooper, C (edits.). *International Handbook of Workplace Trauma Support.* UK, John Wiley & Sons. pp.333-349. In eReading list attached to unit Moodle site. Yeager, K & Roberts, A (2015). The ACT Model: Assessment, crisis intervention, and trauma treatment in the aftermath of community disasters. pp. 183-213. In eReading list attached to unit Moodle site.	**Written Assessment - Case Study (Pass/Fail)** Due: Week 6 Monday (24 Aug 2020) 9:00 am AEST

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Supporting staff who may experience prolonged exposure to trauma events through a crisis situation.	Benach, J., Benavides, F., Platt, S., Diez-Roux, A & Muntaner, C (2000). The health-damaging potential of new types of flexible employment: A challenge for public health researchers. *American Journal of Public Health, 90*(8), pp. 1316-1317. In eReading list attached to unit Moodle site. Geroski, A (2017). Helping people in crisis. In: *Listening and Basic Responding Skills in Helping Conversations*. Sage, California. pp.233-261. In eReading list attached to unit Moodle site.	

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic

| Creating and sustaining a healthy workplace culture for staff .... and examining the strengths and weaknesses of the 'working from home' workplace culture? | Aldana, S et al., (2012). A review of the knowledge base on healthy worksite culture. *Journal of Occupational and Environmental Health, 54*(4), pp. 414-419. In eReading list attached to unit Moodle site.
Author unknown. (2015). Evolution of the worksapce. The emerging state of psychosocially healthy & productive workplaces: converging technologies & disciplines. *Facility Management Magazine.* pp.22-24. In eReading list attached to unit Moodle site. | |

Week 9 - 14 Sep 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Identifying and working to a strengths-based model to address workplace bullying; staff conflict; performance issues with staff; horizontal violence in the workplace; a fear-based culture in the workplace and discrimination and prejudice in the workplace.	Fevre, R., Lewis, D., Robinson, A and Jones, T (2011). Insight into ill-treatment in the workplace: patterns, causes and solutions. *Contemporary Readings in Law and Social Justice.* In eReading list attached to unit Moodle site. Einarsen, S and Nielsen, M (2014). Workplace bullying as an antecedent of mental health problems: A five-year prospective and representative study. *International Archives of Occupational and Environmental health, 88(*2), pp. 131-142. In eReading list attached to unit Moodle site.	

Week 10 - 21 Sep 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Diversity in the workplace. Practicing inclusiveness.	Koellen, T (2013). Bisexuality and diversity management - addressing the B in LGBT as a relevant 'sexual orientation' in the workplace. *Journal of Bisexuality, 13*(1), pp. 122-137. In eReading list attached to unit Moodle site. Butler-Henderson, K., Kemp, T., McLeod, K and Harris, L (2018). Diverse gender, sex and sexuality: Managing culturally safe workplaces. *HIM-INTERCHANGE, 8*(3). In eReading list attached to unit Moodle site.	**Written Assessment - Power Point Presentation (PASS/FAIL)** Due: Week 10 Monday (21 Sept 2020) 9:00 am AEST

Week 11 - 28 Sep 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Self-care: Personal development versus professional development.	Jacobson, J (2006). Compassion fatigue, compassion satisfaction, and burnout. *Journal of Workplace Behavioural Support, 21*(3-4), pp. 133-152. In eReading list attached to unit Moodle site. Budd, K., McKeever, S., Postings, T & Price, H (2020). Trainee self-care and avoidance of burnout. In *A Student's Guide to Therapeutic Counselling.* London, Sage Publishing. pp. 215-222. In eReading list attached to unit Moodle site.	

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Examining the implementation of positive workplace initiatives for reducing absenteeism and turnover of staff; increasing productivity and sustaining and increasing mental health and well being for staff in the workplace.	Dawkins, S., Martin, A., Kilpatrick, M and Scott, J (2018). Reasons for engagement. SME Owner-Manager motivations for engaging in a workplace mental health and wellbeing intervention. *American College of Occupational and Environmental Medicine, 60*(10), pp. 917-927. In eReading list attached to unit Moodle site. Sindhar, S (2018). Should you really hire a chief happiness officer? *Employee Benefits and Wellness Excellence Essentials; Aurora. Dec*. pp. 1-4. In eReading list attached to unit Moodle site.	**Written Assessment - Development of a Workplace Wellness Initiative Plan (PASS/FAIL)** Due: Week 12 Monday (5 Oct 2020) 9:00 am AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Sheree Wallis
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Assessment Tasks

1 Written Assessment - Case Study (Pass/Fail)

Assessment Type
Case Study

Task Description
Objective
The first assessment for this unit consists of a Case Study. This first assessment is a PASS or FAIL assessment and a PASS must be attained to meet the PASS requirement for this entire unit.
The Case Study assessment will encourage you to develop an understanding of the interplay and relationship between personal and workplace factors in promoting, impacting and maintaining psychological mental health in the workplace. The Case Study assessment will provide you with the opportunity to apply theory; understand the importance of conducting assessments and review resources and processes for the purpose of strengthening psychological well-being in the workplace.

Case Study
You will identify and clearly define a staff psychological well-being concern from a workplace scenario that will be provided to you. You will be required to write a case study from the information presented in the workplace scenario. This assessment will allow for the development and understanding of your knowledge of risks, personal resilience and the inter-relationship between personal strengths and weaknesses that an individual may have and how these are impacted on, in a positive or negative way in a workplace space.
The Case Study assessment will be 'open' and made available from 13 July and will 'close' for submission on 24 August. The expected word count is **1000 words +/- 10%.** This word count does not include the Reference page. Formatting for the assessment will be APA style and information pertaining to this style of referencing is available on the unit Moodle site.
Make sure that you read the marking criteria for this case study assessment as it will guide you as how you can attain a PASS for this assessment. You are expected to demonstrate that you have read wider than the unit materials available in

the eReading list (available in the unit Moodle site) and that you demonstrate an ability to source and cite correctly from a range of scientific papers, books and articles.

This assessment allows you to apply knowledge and skills covered in the unit as well as display a level of insight and clarity into your own professional capabilities.

Standard requirements:

Academic convention with regard to presentation and content need to be followed in this assessment even though this is a case study piece of work. Therefore it must adhere to the prescribed word count of **1500 words +/- 10%**, contain in-text citation where relevant and a reference list, in addition to presenting good standards of spelling and grammar. Other presentation standards include at least 1.5 line spacing and 12 point font, preferably Arial.

Further details will be available on the unit Moodle site.

Assessment Due Date

Week 6 Monday (24 Aug 2020) 9:00 am AEST

Submission on-line via the unit Moodle site by 24 August

Return Date to Students

Week 8 Monday (7 Sept 2020)

Feedback and PASS/FAIL mark for this assessment will be provided within 2 weeks of submission via email and the unit Moodle site

Weighting

Pass/Fail

Assessment Criteria

Full marking criteria is available on the unit Moodle site and includes:

- Demonstration of a comprehensive understanding of the interplay between personal and workplace factors in promoting and maintaining psychological mental health in the workplace
- Identify and argue an understanding and application of theories and frameworks relevant to workplace mental health
- The application of skills, knowledge and resources at times of crisis to support staff mental health and well-being
- Originality
- Independent reading and research
- Accurate and appropriate reference style applied in the body of the assessment and in the Reference list (APA reference style)
- Standard requirements (presentation, word count, submission date, spelling and coherency in writing, grammar, use of supporting evidence)

Referencing Style

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

Submission

Online

Submission Instructions

A submission portal will be provided in the Assessment Section of the unit Moodle site. The required formatting and file type will be detailed in the Assessment Guide provided in the unit Moodle site.

Learning Outcomes Assessed

- Analyse the interplay between personal and workplace factors in promoting and maintaining psychological health in the workplace
- Apply key behavioural, social and cognitive theories to promote and enhance psychological health in the workplace
- Conduct assessments to detect resilience resource deficits
- Review and assess mechanisms to change counterproductive mental habits

Graduate Attributes

- Knowledge
- Research
- Self-management
- Ethical and Professional Responsibility

Assessment Type
Presentation

Task Description
Objective
The second assessment for this unit consists of a powerpoint or equivalent presentation (not to be presented in person but submitted via the Moodle site, for viewing and marking by the Unit Coordinator), on a topic of your choice relating to any aspect of diversity in the workplace **OR** alternatively, a workplace behaviour that may require intervention such as a Employee Assistance Program (EAP) support. The chosen workplace behaviour may NOT be the same as the topic identified and written on in Assessment One (Case Study).
The powerpoint assessment provides you with the opportunity to articulate and develop how to support an aspect of diversity in a workplace **OR** how to identify and support a workplace behaviour that requires Employee Assistance Program (EAP) intervention.

Question
You are required to produce a powerpoint presentation or equivalent which demonstrates a theoretical and informed understanding of an aspect of diversity in the workplace OR alternatively, a workplace behaviour that requires intervention such as EAP. You are free to choose any aspect of diversity in the workplace OR a workplace behaviour that may require intervention such as EAP, that is not directly addressed within the unit topics for the powerpoint presentation. However, if you decide to choose an aspect or subject not included in the unit topics please check the suitability of the choice with the unit co-ordinator.
Your powerpoint presentation or equivalent MUST include at least ONE slide addressing each of the following aspects:

- With reference to theory, suggest why the topic you have chosen to write on is an aspect of diversity OR a workplace behaviour requiring intervention such as EAP
  There must be a minimum of 4 separate bullet points on a slide covering the reference to theory (for either an aspect of diversity OR a workplace behaviour requiring intervention)
  Define the details of the aspect of diversity OR a workplace behaviour requiring intervention such as EAP
  Outline how and if the awareness and understanding of the aspect of diversity OR a workplace behaviour requiring intervention such as EAP has shifted in any way, over time
  Identify some of the common reactions to the form of diversity OR the workplace behaviour requiring intervention such as EAP
  A summary of a journal article/chapter of a book/internet article discussing the selected aspect of diversity OR workplace behaviour requiring intervention such as EAP

Your powerpoint presentation or equivalent MUST also include:

- One slide covering the Learning Objectives/Outcomes for the powerpoint presentation or equivalent
  A minimum of FIVE images in the presentation
  A minimum of THREE references provided from the unit content from Week 4 through to Week 10
  One slide presenting a summary of the topic of the powerpoint presentation or equivalent
  One slide on References (APA style)

  Other aspects that are optional but that may be considered in relation to your selected aspect of diversity OR workplace behaviour requiring intervention such as EAP, powerpoint presentation or equivalent can be:
- Have there been any positive effects within the workplace from the chosen aspect of diversity OR workplace behaviour requiring intervention?
  Is the aspect of diversity OR workplace behaviour requiring intervention relatively the same across gender, culture, political, geographical and/or religious beliefs (as examples only, there may be other dimensions that can be discussed in the powerpoint presentation)?
  What have been or who are the predominant antagonists or alternatively supporters, for positive change for the aspect of diversity OR a workplace behaviour requiring intervention in the workplace (i.e. managers, corporations, informed research, human resources (HR)?

Although the internet can be accessed as a knowledge source for this assessment, a reliance exclusively on material gained from the use of search engines such as Google is NOT acceptable and using Wikipedia as a reference source is also NOT acceptable. Think about the quality of the information required for this assessment and how you can access reliable, peer reviewed, well-authored material. Please refer to the eReading list in the unit Moodle page for source material and as a starting point for answering some of the questions. Further guidelines for this assessment will be available in the unit Moodle page and in discussion in the weekly tutorials.

Standard Requirements - Power Point
The Power Point assessment will be 'open' and made available from 07 August and will 'close' for submission on 21 September. The expected Power Point slide count is **10 - 20 slides maximum and needs to be a document that would inform a 20 minute presentation.** If using powerpoint or the equivalent, there should be no less than 10 and

no more than 20 slides inclusive of 'Title' and 'References' slides. The powerpoint or equivalent assessment needs to adhere to to academic conventions and as such have correct spelling, grammar, punctuation and referencing (APA reference style). other presentation standards include 18-25 point font (with the exception of the title slide, slide headings, the reference slide and copyright or source acknowledgements for images).

Make sure that you read the marking criteria for this Power Point assessment as it will guide you as how you can attain a PASS for this assessment. You are expected to demonstrate that you have read wider than the unit materials available in the eReading list (available in the unit Moodle site) and that you demonstrate an ability to source and cite correctly from a range of scientific papers, books and articles.

You will NOT be required to verbally present the powerpoint presentation, but only submit your presentation for viewing and marking by the co-ordinator.

This assessment allows you to apply knowledge and skills covered in the unit as well as display a level of insight and clarity into your own professional capabilities and understanding of diversity in the workplace **OR** alternatively, when and how to access resources for staff well-being such as Employee Assistance Programs.

Assessment Due Date
Week 10 Monday (21 Sept 2020) 9:00 am AEST
Submission on-line via the Moodle site by 21 September

Return Date to Students
Week 12 Monday (5 Oct 2020)
Feedback and PASS/FAIL mark for this assessment will be provided within 2 weeks of submission via email and the unit Moodle site

Weighting
Pass/Fail

Assessment Criteria
Full marking criteria is available on the unit Moodle site and may include:

- Identify an understanding of theories and frameworks relevant to contemporary research on diversity in the workplace OR a workplace behaviour requiring intervention such as EAP
- The application of skills, knowledge and resources at times of complex mental health presentations by staff in the workplace
- Originality
- Independent reading and research
- The use of supporting evidence
- Adherence to assessment requirements
- Presentation
- Accurate and appropriate reference style applied in the body of the assessment and in the Reference list (American Psychological Association style)
- Standard requirements (presentation, word count, submission date, spelling and coherency in writing, grammar, use of supporting evidence)

Referencing Style

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

Submission
Online

Submission Instructions
A submission portal will be provided in the Assessment Section of the unit Moodle site. The required formatting and file type will be detailed in the Assessment Guide provided in the unit Moodle site.

Learning Outcomes Assessed

- Apply key behavioural, social and cognitive theories to promote and enhance psychological health in the workplace
- Conduct assessments to detect resilience resource deficits

Graduate Attributes

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

- Self-management
- Ethical and Professional Responsibility
- Leadership

3 Written Assessment - Development of a Workplace Wellness Initiative Plan (PASS/FAIL)

Assessment Type
Written Assessment

Task Description
Objective
The third assessment for this unit consists of the development of a Workplace Wellness Initiative Plan in a workplace that you are familiar with. This third assessment is a PASS or FAIL assessment and a PASS must be attained to meet the PASS requirement for this entire unit.
The Workplace Wellness Initiative Plan assessment will enable you to reflect on the development and implementation of wellness/mental health focused supports in the workplace.

Workplace Wellness Initiative Plan Assessment
The Workplace Wellness Initiative Plan assessment will be 'open' and made available from 7 September and will 'close' for submission on 9 October. The expected word count is **1000 words +/- 10%.** This word count does not include the Reference page. Formatting for the assessment will be American Psychological Association (APA) style and information pertaining to this style of referencing is available on the unit Moodle site.
The Workplace Wellness Initiative Assessment will encourage you to develop foundational knowledge and skills, and demonstrate understanding of the role that healthy workplaces can have on staff productivity, lowered absenteeism and positive and sustainable mental health for staff in a workplace. This assessment will provide you with the opportunity for ongoing engagement with the unit material and enable you to articulate critical knowledge pertaining to a variety of Workplace Wellness Initiaitives; their purpose, function, reliability and motivations for establishing in a workplace. Make sure that you read the marking criteria for this Workplace Wellness Initiative Plan assessment as it will guide you as how you can attain a PASS for this assessment. You are expected to demonstrate that you have read wider than the unit materials available in the eReading list (available in the unit Moodle site) and that you demonstrate an ability to source and cite correctly from a range of scientific papers, books and articles.
This assessment allows you to apply knowledge and skills covered in the unit as well as display a level of insight and clarity into your own professional capabilities and understanding of applying a wellness/mental health initiative in a workplace.

Standard requirements
A student must obtain a PASS mark for each assessment to successfully pass this unit.
Formal assessment work are considered academic pieces of work and as such should follow academic conventions with regard to presentation. The Workplace Wellness Initiative Plan assessment must contain in-text citations following APA formatting style, a reference list and excellent standards of spelling and grammar.

Assessment Due Date
Week 12 Monday (5 Oct 2020) 9:00 am AEST
Submission on-line via the unit Moodle site by 05 October

Return Date to Students
Exam Week Monday (19 Oct 2020)
Feedback and PASS/FAIL mark for this assessment will be provided within 2 weeks of submission via email and the unit Moodle site

Weighting
Pass/Fail

Assessment Criteria
Full marking criteria is available on the unit Moodle site and includes:

- Review of skills, knowledge and available resources to support staff mental health and wellness in the workplace
- Development of personal and/or collective group action plan/s to support and sustain positive mental health and wellness in the workplace
- Independent reading and research
- Accurate and appropriate reference style applied in the body of the assessment and in the Reference list using American Psychological Association (APA) style
- Standard requirements (presentation, word count, submission date, spelling and coherency in writing, grammar, use of supporting evidence)

Referencing Style

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

Submission
Online

Submission Instructions
A submission portal will be provided in the Assessment Section of the unit Moodle site. The required formatting and file type will be detailed in the Assessment Guide provided in the unit Moodle site.

Learning Outcomes Assessed

- Review and assess mechanisms to change counterproductive mental habits
- Design and develop an action plan to promote resilience and psychological wellbeing in the workplace.

Graduate Attributes

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

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
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