PSYC20040 *Wellbeing Initiatives: Local and Global Scales*
Term 2 - 2024

Profile information current as at 29/07/2024 05:19 pm

All details in this unit profile for PSYC20040 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will examine and critique wellbeing and resilience initiatives in 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 - 2024

- 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.

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 found the unit materials useful and engaging, particularly the examples of transformative initiatives.

Recommendation

Maintain the engaging unit content, including the examples of real-world transformative initiatives, with regular updating of unit content as needed.

Feedback from Student Moodle feedback.

Feedback

Students appreciated the ability to choose groups and issues to focus on in their assessment pieces.

Recommendation

Maintain student choice of topics for assessment pieces.

Feedback from Student Moodle feedback.

Feedback

Some students struggled to identify systemic causes of a social/environmental issue for the first assessment piece.

Recommendation

Include more discussion of systemic causes in unit material and workshops.

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

— N/A Level ∘ Introductory Level ∘ Intermediate Level • Graduate Level ∘ Professional Level ∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online resource/s - 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

Schedule

Week 1 - 08 Jul 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Key concepts and unit overview	Resources supplied on Moodle	Workshop 1: Thursday 11 July 2024, 6.30 to 8pm AEST

Week 2 - 15 Jul 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Analysing the problem: From individual to systems explanations	Resources supplied on Moodle	

Week 3 - 22 Jul 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
The original systems thinkers: First Nations systems thinking	Resources supplied on Moodle	

Week 4 - 29 Jul 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Levels of change: Community-led change	Resources supplied on Moodle	

Week 5 - 05 Aug 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Community-led housing and food sovereignty	Resources supplied on Moodle	Workshop 2: Thursday 8 August 2024, 6.30 to 8pm AEST **Curating Wellbeing Initiatives** Due: Week 5 Monday (5 Aug 2024) 5:00 pm AEST

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
No topics this week.		

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Types of change: Transformative change	Resources supplied on Moodle	

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Transformative change models: Asset-Based Community Development	Resources supplied on Moodle	**Critically evaluating wellbeing initiatives** Due: Week 7 Monday (26 Aug 2024) 5:00 pm AEST

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Transformative change models: Strengths, Prevention, Empowerment, Collective	Resources supplied on Moodle	Workshop 3: Thursday, 5 September 2024, 6.30 to 8pm AEST

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Transformative change: Social enterprises	Resources supplied on Moodle	

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Transformative change: Using placemaking	Resources supplied on Moodle	

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Transformative change: Using art and culture	Resources supplied on Moodle	**Designing a small-scale, community-led, transformative wellbeing initiative** Due: Week 11 Monday (23 Sept 2024) 5:00 pm AEST

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Summary/review	Resources on Moodle	

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
No exam for this unit.		

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
No exam for this unit.		

Assessment Tasks

1 Curating Wellbeing Initiatives

Assessment Type
Online resource/s

Task Description
In this assessment, you will map the causes of a social/environmental issue using a systems perspective, i.e., you will

identify key economic, political, social, cultural and technological factors which interact to create this issue. This systemic exploration is the basis for the second part of the assessment: finding community-led initiatives which use transformative principles.

Part 1

Choose an issue that impacts a disenfranchised group or an environmental issue (a list of topics is provided in your assessment guide) and summarise the systemic causes of this issue.
The summary will:

1. Define the issue, i.e., what is the problem, who and/or what does it effect and what are its impacts. This summary will draw on reputable research and statistics to support your definition.
2. Identify the key systemic causes of this problem. This is not a full systems analysis, which is beyond the scope of this unit. Rather, you will demonstrate knowledge of systemic causes, including tangible and intangible systemic factors, but you do not need to include an analysis of how these causes interact with each other.
3. Accurately reference all statements using peer-reviewed academic research and high-quality reports using APA formatting throughout. Include accurate references both in the body of your summary and in a reference list.

Word length for Part 1: 1,000 (+/- 10%) The word limit for this section excludes your reference list.

Part 2

Identify four (4) existing initiatives that respond to your issue.
The initiatives must meet two criteria:

1. Be community-led.
2. Use transformative principles.

For each initiative please include:

1. Name of initiative
2. A link to a website/social media page or, if they're not online, their information brochure
3. A summary of:

- What systemic causes does the initiative seek to change?
- How does the initiative attempt to intervene in the systemic causes (i.e., what practical actions do they implement: e.g., workshops; employment training; advocacy)
- How is the initiative community-led?
- Which transformative change principles does the initiative embody?

Word length for Part 2: 250 (10% +/-) words for each initiative

Assessment Due Date
Week 5 Monday (5 Aug 2024) 5:00 pm AEST

Return Date to Students
Week 6 Monday (19 Aug 2024)
Assessment feedback will be provided within 2 weeks of submission.

Weighting
20%

Assessment Criteria
This assessment will be evaluated on:

1. Critical awareness demonstrated in the identification and outline of a relevant social/environmental issue
2. Understanding of systems theory in the analysis of the social/environmental issues
3. Understanding of transformative principles of change by accurately identifying these principles in existing initiatives
4. Research skills demonstrated in breadth and depth of reading, understanding research findings, quality of resources use and use of APA formatting
5. Written communication skills through a logical structure, clear prose, spelling and grammar, and adherence to word limit

Detailed information regarding assessment requirements and criteria can be found in the Unit Assessment Guide on Moodle.
The word count for this assessment (both parts) is 2,000 words (+/- 10%). 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.

Submission
Online

Submission Instructions
The assessment to be submitted through the portal provided on Moodle.

Learning Outcomes Assessed

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

Graduate Attributes

- Knowledge
- Communication
- Research

2 Critically evaluating wellbeing initiatives

Assessment Type
Written Assessment

Task Description
For Assessment 2, you will choose two of the initiatives collated in Assessment 1 and critically evaluate these.
Part 1: How does the initiative embody community-led, transformative, and sustainability principles?
This first part of the assessment delves more deeply into how the initiative implements community-led, transformative and environmentally sustainable change. Identify how the initiative embodies these principles in:

1. Their framing/understanding of the causes of the issue
2. The types and extent of changes they are aiming for
3. How people are viewed
4. How the initiative and interventions are designed and led
5. How the initiative impacts the environment. Consider in this section 'environment' in its non-Indigenous sense (eco-systems) and also in the Indigenous systems thinking, i.e. in terms of how it considers relationality between people, plants, animals, future generations.

Part 2: How does the initiative implement Diversity, Equity, Inclusion, Accessibility (DEIA)?
How diverse, equitable, inclusive, and accessible is the initiative? You might not find overt statements about this so you need to consider how this is reflected, or not reflected, in the initiative's

1. make-up of their board/governance structure
2. usability of their building/website
3. language and images they use
4. their inclusion of marginalized groups such as people from lower socioeconomic backgrounds, LGBTQIA+, Indigenous, CALD, neurodiverse, differently abled.

Part 3: How do they create change?
In this part of the assessment, you will look more closely at the practical implementation – how does the initiative try to create transformative change?
List the initiative's elements i.e., what are the practical things this initiative does to try and achieve their desired change? (e.g., using a community garden to increase employment skills; providing free transport or a cost-free/sponsored ticket to events; have a board chaired by people with lived experience).
Part 4: Are these effective ways to create change?
We also want to know whether what an initiative does is effective or not. Using quality peer-reviewed empirical journal articles and scholarly books, for each element of the initiative identify and summarise the research support for:

1. the systemic outcomes of this activity (e.g., changes in environmental conditions; changes in power (e.g., who is making decisions; access to resources)
2. the individual wellbeing outcomes (e.g., enhanced connection, resilience).

Part 5: Critique and discuss relevant limitations and gaps of the initiatives.
You will use the information you've developed above (i.e., on community-led, transformative, DEIA and sustainability principles and research evidence), to identify gaps in the initiative.
Part 6: How might they improve?
Suggest practical improvements based on your critique that could be made to the two initiatives so that they better

meet their proposed outcomes and improve their inclusivity and environmental impact.

Assessment Due Date
Week 7 Monday (26 Aug 2024) 5:00 pm AEST

Return Date to Students
Week 9 Monday (9 Sept 2024)
Assessment feedback will be returned 2 weeks from the date of assessment submission.

Weighting
30%

Assessment Criteria
The assessment will be evaluated on:

1. Application of knowledge of inclusivity, sustainability, transformative change and community-led principles in the identification of how these are embodied (or not) in an existing initiative
2. Use of research evidence demonstrated in the breadth and depth of reading and understanding to evaluate the efficacy of the initiatives
3. Critical thinking demonstrated in the use of research evidence, inclusivity, sustainability, transformative change and community-led principles to identify gaps and limitations in an existing initiative
4. Application of this critical thinking to create practical recommendations for addressing these gaps and limitations
5. Referencing, including quality of sources, accuracy and comprehensiveness of referencing, and referencing formatting in APA style
6. Written communication skills through a logical structure, clear prose, spelling and grammar, and adherence to word limit

Detailed information regarding assessment requirements and criteria can be found in the Unit Assessment Guide on Moodle.
The total word count for this assessment is 2,500 words (+/- 10%). 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.

Referencing Style

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

Submission
Online

Submission Instructions
The assessment will be submitted through the assessment portal in 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 Designing a small-scale, community-led, transformative wellbeing initiative

Assessment Type
Practical Assessment

Task Description
In Assessment 3, you will design a small-scale, community-led initiative using transformative change principles.
You will present your initiative in a recording of a presentation.
The presentation will include:
1. The name of your initiative
2. A brief analysis of the issue from a systemic perspective and its impacts on wellbeing (what is it, what and who is impacted, in what ways).

3. A brief outline of existing initiatives and the limitations of these and how your program will address these limitations, or gaps in what is available through existing initiatives and how your program addresses this gap.
4. Describe your initiative:
    a. What it is, i.e., outline its program elements and what these will look like.
    b. How the initiative addresses the issue. For the how part, you will:

  - Use research evidence to highlight the efficacy of the program elements
  - Use community-led principles and outline how the program embodies these principles
  - Use transformative change principles and outline how the program fits with these
  - Outline the ways it incorporates environmental sustainability into the design
  - Outline how it responds to the wider concepts of relationality in Indigenous systems thinking
  - Outline the ways it addresses diversity, equity, inclusion and accessibility

5. Describe the desired outcomes in terms of the systemic changes you think this initiative will create and why you think it will be effective in creating these changes.
6. Provide a reference list of all research, image, and sound sources as the final slide of your film <u>and</u> in a separate word document to be submitted with your presentation.
Please use compelling, persuasive 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 intervention.
LENGTH: Your short film will be a maximum of 15 minutes in length. Meeting the time limit for the presentation is included as a marking criterion in your marking rubric on Moodle. See the Psychology Word Count Information document for a rationale for using this type of restriction.
SUBMISSION: Please submit both your slides and your videoed recording.

Assessment Due Date
Week 11 Monday (23 Sept 2024) 5:00 pm AEST

Return Date to Students
Review/Exam Week Monday (7 Oct 2024)
Assessment feedback will be returned 2 weeks from the date of assessment submission.

Weighting
50%

Assessment Criteria
This assessment will be evaluated on the student's demonstration of:

1. Knowledge of a social/environmental issue
2. Demonstrate knowledge of research evidence, transformative change, community-led practice, inclusivity and environmental sustainability in the creation of an initiative using these principles
3. Demonstrate oral communication skills in the creation of a persuasive short film
4. Referencing, including quality, comprehensiveness and accuracy of referencing, and use of APA formatting
5. Adherence to time limit

Detailed information regarding assessment requirements and criteria can be found in the Unit Assessment Guide on Moodle.
The time limit for this assessment is 15 minutes. Meeting the time limit 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 restriction.

Referencing Style

  - American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
The assessment will be submitted through the assessment portal in 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