

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	PSYCHOLOGY, CULTURE, AND INDIGENOUS AUSTRALIANS
Unit ID:	PSYCB2106
Credit Points:	15.00
Prerequisite(s):	(Two of: PSYCB1101, PSYCB1102, PSYCB1003 or STATS1000)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	090701

Description of the Unit:

The unit aims to provide students with an understanding of the centrality of culture to human behaviour. Students will explore how culture affects a variety of psychological variables, including identity, social functioning, emotions, mental health, as well as other areas within the discipline of psychology. Furthermore, they will develop an understanding of the processes through which this occurs. A specific focus is aimed at Aboriginal and Torres Strait Islander peoples, and students will learn how the social, cultural, and historical contexts have shaped contemporary life, especially with regards to well-being. Students will be introduced to Indigenous Psychologies, and alternate models of health and well-being. Students will be challenged to explore the assumptions and values embedded in their own worldviews, and the effect of these on their perception and approach to the world around them, such that they develop a capacity to engage with the broader community in a culturally aware and responsive fashion.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of

supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Identify and describe the centrality and influence of culture on diverse aspects of human behaviour
- K2.** Explain the processes through which culture influences behaviour
- K3.** Review the contemporary consequences of colonisation for Indigenous Australians' psychological health
- K4.** Appraise Indigenous Psychologies as a unique discipline with unique perspectives on mental health and well-being

Skills:

- S1.** Exhibit an awareness of cultural diversity in Australian society and/or throughout the world
- S2.** Demonstrate an appreciation of implications of the differences and commonalities between people from different social and cultural groups

Application of knowledge and skills:

- A1.** Demonstrate cultural awareness and responsiveness

Unit Content:

Unit content topics may cover: Introduction to culture and the study of culture in psychology; Cross-cultural research methods; Culture, enculturation, and developmental processes; The impact of culture on self and identity; The importance of language to culture; Migration and acculturation; Mental health from a cultural perspective; The social, cultural, and historical context of Aboriginal and Torres Strait Islander peoples; Psychology – the profession and science – and Indigenous Australians; Indigenous Psychologies and Australian Indigenous Psychology; Aboriginal and Torres Strait Islander social and emotional well-being

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	A1	AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	A1	AT3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	N/A	N/A
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	N/A	N/A
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K1-4; S1-2; A1	AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1 - K4, S1 - S2, A1	Quizzes to test knowledge of content and practical applications	Online task	10-40%
K1 - K4, S1 - S2, A1	A written assessment incorporating an understanding of culture and its application and impact on real-world contexts	Written Task - Policy Brief	30-50%
K1 - K4, S1 - S2, A1	A written reflexive task incorporating personal reflection on the unit and content	Reflective Task	20-40%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)