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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	3033PSY
COURSE TITLE	Psychological Perspectives on Cultural Diversity
ACADEMIC ORGANISATION	PSY School of Applied Psychology
TRIMESTER	Trimester 1 2022
MODE	Online
LEVEL	Undergraduate
LOCATION	Online
CREDIT POINT VALUE	10

Course Description:

This course applies psychological theory and research to understand culture and cultural diversity. The core aims are to enable students to recognise the importance of culture in guiding thoughts, feelings and behaviours; to develop an understanding of issues of inclusion and exclusion; and to build awareness of each student's own culture as well as encourage competence in working with culturally diverse others. This course is relevant to a range of contexts and disciplines, including psychology, counselling, health, education, business, and humanities, or any subject area which requires effective interpersonal/social relationships. Students will learn what psychology has to say about what happens when societies become more culturally diverse (or begin to recognise existing diversity) and apply principles from Cultural, Cross-Cultural, and Indigenous Psychology to the Australian specific context, as well as to the broader international environment. Prerequisites: Must have completed a minimum of 80 credit points.

Assumed Background:

Students are expected to have completed some prior academic study, with a prerequisite of 80 credit points that could be completed in any discipline. Having a background in tertiary studies is necessary as the course seeks to draw upon and further develop advanced skills that such as critical thinking, reflection, and self/other awareness.

1.2 Course Introduction

This course highlights that distinct patterns of beliefs and behaviours exist among diverse cultural groups, explores how culture has influenced theory and research within psychology and examines issues of cultural diversity in the Australian context. Psychological perspectives on cultural diversity illustrate that in multicultural nations, such as Australia, we are exposed to many different cultural worldviews and that individuals may identify with a variety of cultural groups. Therefore, it is important to understand and be knowledgeable about both our own and others cultural diversity. Additionally, some groups (particularly minority group members) in multicultural societies may face disadvantages in the form of bias, discrimination, and prejudice. As such, in this course, students will explore how culture influences individuals, groups, and relationships as well as discussing both the challenges and benefits of cultural diversity.

This course focuses on a range of issues related to culture including cultural values, multiculturalism, cultural integration, culturally diverse groups (indigenous peoples, migrants, refugees, religious minorities), as well as discrimination, social cohesion, and cultural competence. The aim of this course is to increase your awareness, acceptance, and safe practices of working with cultural diversity so that you can promote inclusion. From a psychological point of view, inclusion comprises a set of conscious practices that involve, but are not limited to: (1) acknowledging, understanding, and appreciating both individual and group level differences, (2) practicing mutual respect for qualities and experiences that are different from our own, and (3) recognising that bias, discrimination, and prejudice create and sustain privileges for some and disadvantages for others.

In this course, you will participate in discussions about important, contemporary issues in cultural diversity and inclusion. By the end of the course, you will have the skills to foster cultural competence and safe working practices, to encourage inclusivity, as well as recognise and challenge bias, discrimination, and prejudice.

Previous Student Feedback

Students thought the course was well organised and engaging, they found the content interactive and well delivered and many

felt that they learned a lot about themselves.

"Very educational and useful not just in University/education but in everyday life and most definitely applicable in the workplace."

"The content was so engaging, I found myself looking forward to studying the modules each week."

1.3 Course Staff

Primary Convenor **Dr Jaimee Stuart**

EMAIL	j.stuart@griffith.edu.au
CAMPUS	Mt Gravatt Campus
BUILDING	Psychology (M24)
ROOM	3.08

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

1.6 Technical Specifications

- Access to a desktop, laptop or tablet computer running Windows 7 or later, Mac OSX10.9 Lion or later.
- A webcam and headset (including microphone).
- A reliable, high-speed broadband internet connection, with sufficient upload and download capacity.
- Minimum download speed = 0.75Mbps.
- Minimum upload speed = 0.35Mbps.
- Access to an up-to-date web browser such as Google Chrome or Firefox.
- Office software to create documents, spreadsheets, and presentations.
- Adobe Acrobat Reader (available as a free download).
- Access to Office 365 including Microsoft teams.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

As our social environments are becoming more culturally diverse, and the social contexts in which we operate begin to acknowledge and pay attention to existing cultural groups, we may become more aware that the people that we live, work, and interact with in our everyday lives have different values, beliefs, and practices to our own.

Being aware that different cultural groups may have different values, beliefs, and practices to our own and being able to understand the challenges and benefits of cultural diversity in society is important. The aim of this course is to increase your awareness, acceptance, and safe practices of working with cultural diversity so that you can promote inclusion in your own work and life.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Demonstrate understanding of the concepts of cultural diversity and inclusion from a psychological perspective
- 2 Demonstrate awareness and articulate the importance of cultural diversity at an individual, group, and social level within the national and global context
- 3 Identify, assess, and analyse the impacts of exclusionary practices on culturally diverse peoples
- 4 Identify, analyse, and demonstrate awareness of competent and safe practices in working with cultural diversity
- 5 Reflect on how to promote inclusion, recognise and challenge bias, and reduce discrimination and prejudice

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators		•	•
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians	•	•	•
Effective in culturally diverse and international environments	•	•	•

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

Readings: From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

Learning@Griffith: There is a dedicated page for this course at myGriffith.

Academic Integrity Tutorial: This tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Student Support: Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

Careers and Employment: The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

Library: The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

Student Computing: The University provides access to common use computing facilities for educational purposes.

[Griffith Information Technology Code of Practice](#).

3.5 Other Learning Resources & Information

REDBOOK: Writing for Psychology and the Behavioural Sciences is a Griffith University Psychology online resource that will help you to develop skills in writing and preparing documents according to the American Psychological Association (APA) 7th edition style manual. The link is: <http://redbook.org.au/>

Throughout the course, online materials (e.g., readings) will be used to reinforce and enhance learning content. Videos will require an internet connection with 1+ Mbps download speed and the latest version of Google Chrome, Firefox, Internet Explorer, or Safari

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
14 Mar 22	Self-Directed Learning (Online Content): Self-directed Learning (Online Content): During weeks 1-6 and 8-11 of the trimester you are expected to complete between 2 hours of self-directed learning activities online per week. In week 7 you will have a mid-trimester assessment, and there will be no additional content during this week. Online activities are based on mini-lectures, required readings (book chapters, articles), applied examples, audio-visual recordings, personal reflection, and interactive online activities. Week 1 What is culture? Week 2 Cultural Psychologies Week 3 Multiculturalism and cultural pluralism Week 4 Indigenous peoples Week 5 Immigrants and ethnocultural groups Week 6 Refugees and asylum seekers Week 8 Cultural diversity, family, and relationships Week 9 Cultural diversity, prejudice, and discrimination in Australia Week 10 Cultural competence and safety Week 11 Social cohesion, inclusion, and reconciliation	1, 2, 3, 4, 5
14 Mar 22	Lecture (Lecture): During week 1, 9, and 12 an hour online lecture will be live-streamed in order to: (1) orient students to the course, (2) consolidate learning, and (3) conduct a course review.	1, 2, 3, 4, 5
21 Mar 22	Online tutorial (Tutorial): During alternate weeks (2,4,6,8, 10) you will be expected to participate in a 2 hour online, interactive tutorial that will focus on assessment preparation, clarification of core concepts, and peer feedback on assessment tasks.	1, 2, 3, 4, 5

4.2 Other Teaching and Learning Activities Information

In order to complete your assessment items successfully, you are encouraged to complete all online activities, participate in all online workshops, and read all prescribed resources for this course.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
Log of Learning Activities Workbook	14 Mar 22 - 6 Jun 22 13:00	70%	140 marks	1, 2, 3, 4, 5	
Test or quiz Mid Trimester Exam	3 May 22 10:00 - 3 May 22 11:00	30%	60 marks	1, 2, 3	

5.2 Assessment Detail

Title: Workbook

Type: Log of Learning Activities

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date:

14 Mar 22 - 6 Jun 22 13:00

Weight: 70%

Marked out of: 140

Task Description:

In order to assess your understanding of the materials presented (including self-directed learning, lectures, workshops, and set readings), a workbook will be completed **during** the Trimester to be and submitted on the 6th of June. The workbook comprises of evidence of reflection and engagement in online learning (marked as complete/incomplete) as well as a series of graded, short pieces of academic writing (a 400 word critical reflection, 600 word blog post, and 1000 word case study response) to a total of maximum 2000 words. Engagement with workbook content should start from week 1 and activities be completed weekly throughout the Trimester. Further details of the content of the workbook will be provided in class and posted on the Learning@Griffith website.

Criteria & Marking:

A marking rubric will be available for each of the workbook tasks on the course L@G site.

Workbook marks will be available within 2 weeks of on time submission.

Submission: Via the 'Assignments' tool in Learning@Griffith. Submitted through PebblePad

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Mid Trimester Exam

Type: Test or quiz

Learning Outcomes Assessed: 1, 2, 3

Due Date:

3 May 22 10:00 - 3 May 22 11:00

Weight: 30%

Marked out of: 60

Task Description:

Completion of an online, timed mid-trimester quiz which comprises of 60 multiple choice questions, to be completed within 60 minutes.

Exam results will be made available within 1 week of sitting.

Criteria & Marking:

Multiple choice and true/false answer questions. Marked out of 60

Submission: Via the 'Assignments' tool in Learning@Griffith. Conducted online through Learning @ Griffith quiz function

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

5.3 Late Submission

For all courses (other than Honours Dissertation Courses): Refer to the [Assessment Procedure for Students](#).

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is available in this course.

Supplementary assessment may be awarded if you have submitted all the assessment requirements of the course, and you have received a grade of 3 or have achieved an overall percentage equivalent to the grade of 3 or higher, but you have not achieved a pass or the required minimum mark in one or more mandatory pass components of the course.

You are allowed one attempt at a supplementary assessment item per course per trimester. If you gain a pass mark for your supplementary assessment item, you will be awarded a grade of 4.

Where you do not achieve a pass mark for the supplementary assessment item, the original grade of 3 for the course will remain, except for courses using the Medical School grading basis where a non-graded fail (NGF) is awarded.

Please see the [Assessment Procedure for Students](#) for more information.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's policies can be found in the [Griffith Policy Library](#).

Specific assessment policies include:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

PSY School of Applied Psychology

Assessment Guidelines

The American Psychological Association Referencing Style (7th Edition) [APA 7] is the preferred standard for this course.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the *Learning@Griffith* website. Additional information regarding the content of this course may be published on the *Learning@Griffith* website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#). Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health, Safety and Wellbeing Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

Other Course Guidelines

Students should refer to the course Learning@Griffith site for further information about this course.

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

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- 1 Demonstrate understanding of the concepts of cultural diversity and inclusion from a psychological perspective
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Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Self-Directed Learning (Online Content)	●	●	●	●	●
Lecture (Lecture)	●	●	●	●	●
Online tutorial (Tutorial)	●	●	●	●	●

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
ASSESSMENT TASKS					
Workbook	●	●	●	●	●
Mid Trimester Exam	●	●	●		

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

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Effective communicators and collaborators		•	•
Innovative, creative and entrepreneurial			
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians	•	•	•
Effective in culturally diverse and international environments	•	•	•