

Subject Outline

Subject Name:	Intercultural Psychology and Cross Cultural Communication
Subject Code:	PY2018:03
Study Period:	1, 2017
Study Mode:	Limited
Campus:	Townsville
Subject Coordinator:	Dr Wendy LI

Pre-requisites:

For prerequisites for PY2018, see

<https://secure.jcu.edu.au/app/studyfinder/index.cfm?subject=PY2018&year=2017&transform=subjectwebview.xslt>

This subject outline has been prepared by [Click here to enter text.](#) for the College of Healthcare Sciences, Division of Tropical Health and Medicine, James Cook University. Updated 21 February 2017.

Q1. <i>This subject is offered across more than one campus and/or mode and/or teaching period within the one calendar year.</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q2. <i>If yes [Q1], the design of all offerings of this subject ensure the <u>same</u> learning outcomes and assessment types and weightings.</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q3. <i>If no [Q2], _____ has authorised <u>any variations</u>, in terms of <u>equivalence</u>.</i>		

Subject Outline Peer Reviewer

Name	Dr Koong Hean Foo
Position	Senior Lecturer
Date Reviewed	16/01/2017

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Staff Contact Details

Teaching team	Staff member	Room	Phone	Email	Consultation times*
Subject Coordinator	Dr Wendy Li	4-235	4781 6850	Wendy.li@jcu.edu.au	Monday 11-12am
Lecturer	Dr Wendy Li	4-235	4781 6850	Wendy.li@jcu.edu.au	Monday 11-12am
Tutor 1	Hollie Baxter	4-233		hollie.baxter@jcu.edu.au	By appointment

*Other consultation times by appointment only.

For further assistance please refer to [Student Assistance Directory \(Psychology\) – Who Do I Contact?](#)

Section 1. Subject at a glance

1.1 Student participation requirements

The JCU [Learning, Teaching and Assessment Policy](#) (4.3) indicates that, “a **3 credit point subject** will require a **130 hour work load** of study-related participation including class attendance over the duration of the study period, **irrespective of mode of delivery**”. This work load comprises **timetabled hours** and **other attendance requirements**, as well as **personal study hours**, including completion of online activities and assessment requirements. Note that “attendance at specified classes will be a mandatory requirement for satisfactory completion of some subjects” ([Learning, Teaching and Assessment Policy](#), 5.10); and that additional hours may be required per week for those students in need of **English language, numeracy** or **other learning support**.

Key subject activities	Time	Day / Date	Room / Location
Lecture	Online	Commences: 20 Feb, 2017	LearnJCU
Workshop & Tutorial	10:00 – 4:00pm	Saturday 18 Mar, 2017	134-021

For information on the days and times when lectures, tutorials, workshops, etc. are scheduled for all of your subjects, visit *JCU Lecture Timetables* at www.jcu.edu.au/lecture-timetables

For information regarding class registration, visit the class registration schedule at <https://www.jcu.edu.au/students/enrolment/class-registration-schedule>

1.2 Key dates

Key dates	Date
Census date	see 2017 Study Period and Census Dates
Last date to withdraw without academic penalty	see 2017 Study Period and Census Dates
Assessment task 1: CAR exercises (40%)	Due Click here to enter a date . 11:59pm, Mondays of W3,4,5,6 & 7; Best CAR: 11:59pm, Tuesday, 18 April 2017
Assessment task 2: Online test (20%)	Due Friday, 28 April 2017
Assessment task 3: Literature review (40%)	Due Monday, 15 May 2017

Section 2. Subject details

2.1 Subject description

This subject is concerned with how interactions with different cultures influence behaviour and group's or individual's constructions and understandings of self, others and social reality. This subject is also concerned with how culture affects theoretical and research paradigms in psychology. While acknowledging theories and research from general psychology, this subject introduces students to the notion that psychological theories are culturally bound and value-laden, and that each culture should be understood from its own point of reference, including its own historical, philosophical, political and religious contexts. This subject focuses on the perspective of intercultural when groups of individuals of different cultures (e.g., Western and Eastern cultures) come into continuous contact, these cultures co-create one another and come into being at the same time. As such, the West is in the East and the East is in the West, albeit to varying degrees. The subject is to provide definitions of the concept of culture. Theoretical foundations of western/individualistic cultures and eastern/collectivist cultures will be reviewed. The subject will offer an analysis of cross-cultural and cultural psychologies that provide the theoretical and methodological foundation for the discussion of intercultural psychology. Discussions specifically related to Asian psychologies and Australian Indigenous psychology will be introduced. Issues arising from globalisation as well as living and working in multicultural environments will be discussed as well.

2.2 Subject learning outcomes

Students who successfully complete this subject will be able to:

- identify main theories and concepts in the field of intercultural psychology and cross-cultural communication
- apply theories and concepts in intercultural psychology and cross-cultural communication to diverse cultural settings
- analyse and criticize theories and practice in intercultural psychology in the Asian-Pacific region.

These outcomes will contribute to your overall achievement of course learning outcomes.

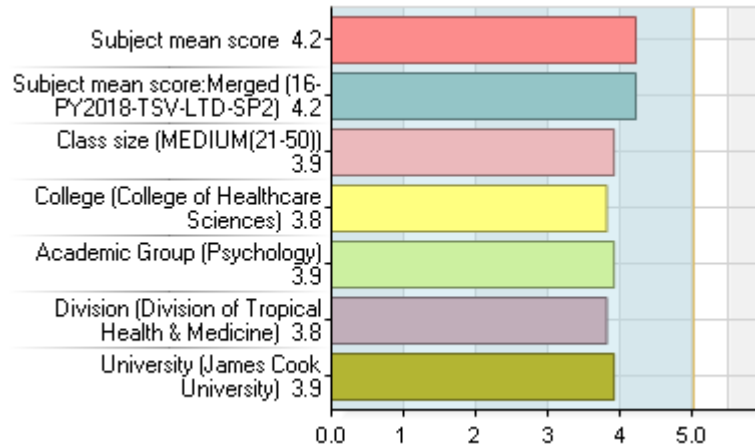
2.3 Learning and teaching in this subject

This subject employs the concept of CAR (Concept, Action & Reflection) as a curriculum framework, focusing on concepts (core knowledge and understanding to engage in action), action (applied active learning of concepts in a community context) and reflection (supported by analytical, evaluative and critical reflection frameworks) (Brockbank & McGill, 2007). The teaching approach employed in this subject is blended learning that combines online teaching and face-to-face delivery. **Attendance of the face-to-face workshop & tutorial is compulsory.**

2.4 Student feedback on subject

As part of our commitment at JCU to improving the quality of our courses and teaching, we regularly seek feedback on your learning experiences. Student feedback informs evaluation of subject and teaching strengths and areas that may need refinement or change. **YourJCU Subject and Teaching Surveys** provide a formal and confidential method for you to provide feedback about your subjects and the staff members teaching within them. These surveys are available to all students through [LearnJCU](#). You will receive an email invitation when the survey opens. We value your feedback and ask that you to provide considered feedback for each of your subjects.

Both quantitative and qualitative feedback from the YourJCU Subject and Teaching Surveys of the subject's previous delivery is carefully considered to incorporate in this year's delivery. The feedback include such as the student report aggregated frequency graph; mean scores or percentage agreements and anonymous student comments. Informal evaluation will be conducted throughout the semester as well. This will ensure that the lecturer check with the students about the progress of the subject and how they are going at various phases of their learning. The overall satisfaction with this subject in 2016 was:



2.5 Subject resources and special requirements

Textbooks

- No prescribed textbooks
- Subject materials (e.g., book chapters and journal articles) will be provided online.

Reference Material:

For presentation of assignments you should consult the official style manual or one of the following texts:

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. (6th Ed.). Washington, DC: Author. <http://libguides.jcu.edu.au/apa>
- Pallant, J. (2011). *SPSS survival manual*. (4th Ed.). Crows Nest, AU: Allen & Unwin.
- Perrin, R. (2004) *Pocket Guide to APA Style*. Boston: Houghton Mifflin Company.
- Ellerman, D. A. & Wildermuth, N. L. (2000). *Writing research reports and essays in psychology: A handbook for students*. Toowoomba: USQ Press.
- Aronson, E. (Ed.) (2008). *Readings about the Social Animal*. (10th Ed.). New York: Worth Publishers. The Library has the 10th edition.
- Findlay, B. (2012). *How to write Psychology laboratory reports and Essays*. (6th Ed.) Sydney: Pearson. The Library has 6th edition.
- O'Shea, R. P. (2006). *Writing for Psychology*. Sydney: Harcourt Brace Jovanovich. The Library has 5th edition.
- Rosnow, R. L. & Rosnow, M. (2009). *Writing papers in Psychology*. (8th Ed.). Belmont: Wadsworth. The Library has 8th edition.

Section 3. Assessment details and other requirements

3.1 Requirements for completion of subject

In order to pass this subject, you must:

- Submit and complete **ALL** assessments of the subject; and
- Attend the workshop & tutorial

Assessment items and final grades will be reviewed through moderation processes ([JCU Learning, Teaching and Assessment Policy](#), 5.13-5.18). It is important to be aware that assessment “is **always subject to final ratification** following the examination period and that **no single result represents a final grade** in a subject” ([Learning, Teaching and Assessment Policy](#) 5.22.).

Grades will be awarded for all coursework subjects as per the [JCU Standard System of Reporting Grades Policy](#).

3.1.1 Clinical or professional experience requirements

N/A

3.1.2 Inherent requirements

Inherent requirements are the fundamental abilities, attributes, skills and behaviours needed to achieve the learning outcomes of a course while preserving the academic integrity of the university’s learning, assessment and accreditation processes. Students and prospective students must be able to demonstrate that they have acquired or have the ability to acquire the inherent requirements for their degree. For more information refer to <https://www.jcu.edu.au/learning-and-teaching/resources/inherent-requirements>

Reasonable adjustments may be made to assist students manage additional circumstances impacting on their studies provided these do not change the academic integrity of a degree. Reasonable adjustments do not alter the need to be able to demonstrate the inherent requirements of the course. Students who believe they will experience challenges completing their degree or course because of their disability, health condition or other reason should discuss their concerns with an AccessAbility Services team member or a member of College staff, such as the Course Coordinator. In the case where it is determined that inherent requirements cannot be met with reasonable adjustments, the University staff can provide guidance regarding other study options.

3.2 Feedback on student learning

Students will receive ongoing feedback on their progress through the subject. Feedback sheets with assessment criteria will be completed for each item of assessment, and additional comments and feedback may be recorded on your assignment, either by hand or typed. If you have questions about the feedback, you are encouraged to raise them with the lecturer.

3.3 Assessment Tasks

Assessment Tasks	Date
Assessment task 1: CAR exercises (40%)	Due Click here to enter a date. 11:59pm, Mondays of W3,4,5,6 & 7; Best CAR: 11:59pm, Tuesday, 18 April 2017
Assessment task 2: Online test (20%)	Due Friday, 28 April 2017
Assessment task 3: Literature review (40%)	Due Monday, 15 May 2017

ASSESSMENT TASK 1: CAR

Aligned subject learning outcomes	<ul style="list-style-type: none"> identify main theories and concepts in the field of intercultural psychology and cross-cultural communication apply theories and concepts in intercultural psychology and cross-cultural communication to diverse cultural settings analyse and criticize theories and practice in intercultural psychology in the Asian-Pacific region.
Aligned professional standards/competencies	Competencies of APS Psychologists: <ul style="list-style-type: none"> Competency 1: Discipline knowledge Competency 6: Communication Competence 8: Influence and change Australian Psychology Accreditation Council Standards: <ul style="list-style-type: none"> Core Knowledge and Understanding Communication Skills Learning and the Application of Psychology
Group or individual	Individual
Weighting	40%
Due date	11:59pm, Mondays of W3,4,5,6 & 7; Best CAR: 11:59pm, Tuesday, 18 April 2017

ASSESSMENT TASK 1: DESCRIPTION

CAR (Concept, Action & Reflection) exercises: LearnJCU Discussion Board. CAR has three essential components: 1) *Concept*: students learn concepts prior to, during and after lectures; 2) *Action*: using active learning strategies, students practically apply concepts to embrace a “scholarship of engagement”; and 3) *Reflection*: students reflect on the engagement, which promotes learning exercises beyond knowing and doing. *The skills learned from CAR exercises will function as scaffolding that provides support structures for students to move to the next stage of the assessment, the literature review.*

- Instructions for each CAR entry will be posted on the LearnJCU Discussion Board weekly.
- 5 CAR entries in total.
- The format of the CAR could be structured into three sections: Concept, Action and Reflection.
- One best CAR entry will be submitted for marking.
- Approximately 500 words each entry, excluding the reference list.
- Students are encouraged to comment on each other’s CAR entries and the authors of the entries are encouraged to comment back.
- Feedback on the assessment will be given via Discussion Board on LearnJCU and/or email.

ASSESSMENT TASK 1: CRITERIA SHEET

CONCEPTS (25%)	MARKS
The relevant concept(s)/theories are covered sufficiently: 10%	
The concept(s)/theories are adequately defined (i.e. an independent reader can understand how the terms were used): 10%	
Clearly identify your learning aims/objectives in this CAR: 5%	
ACTION (15%)	MARKS
The rationale that action design is appropriate to apply the concept(s)/theories into a community/real-world setting is sufficiently established: 5%	
The design of the action sufficiently described: 10%	
REFLECTION (30%)	MARKS
Critical thinking of acquired knowledge and concepts, and appropriate application to the action: 10%	
Clear articulation of learning by identifying how the aims/objectives identified in the Concept section have been met: 10%	
Integration of literature into the reflection: 10%	
PRESENTATION & REFERENCING (5%)	MARKS
Absence of spelling/grammatical errors: 2%	
Referencing follows APA style: 3%	
QUANTITY of CAR ENTRIES (25%)	MARKS

Weekly submission of CAR: 4% per CAR (4%*5 CARs=20%)	
Weekly peer review on peers' CAR according to the marking criteria: at least one comment per week (1%*5 weeks=5%)	
OVERALL MARKS	

ASSESSMENT TASK 2: Online Test

Aligned subject learning outcomes	<ul style="list-style-type: none"> • identify main theories and concepts in the field of intercultural psychology and cross-cultural communication • apply theories and concepts in intercultural psychology and cross-cultural communication to diverse cultural settings • analyse and criticize theories and practice in intercultural psychology in the Asian-Pacific region.
Aligned professional standards/ competencies	Competencies of APS Psychologists: <ul style="list-style-type: none"> •Competency 1: Discipline knowledge •Competency 2: Research •Competency 3: Framing & problem solving Australian Psychology Accreditation Council Standards: <ul style="list-style-type: none"> •Core Knowledge and Understanding •Research Methods in Psychology •Communication Skills •Learning and the Application of Psychology
Group or individual	Individual
Weighting	20%
Due date	Friday, 28 April 2017 (The online test will be open from 1pm to 5pm of 28 April 2017. You need to complete the test within 40 minutes of starting the test.)
Duration	40 minutes

ASSESSMENT TASK 2: DESCRIPTION

The online test will consist of 50 multiple choice questions and will address subject content covered during the semester. The questions will be developed from the subject materials, book chapters and any other assigned readings which are posted on LearnJCU. Feedback on the assessment will be given via LearnJCU.

ASSESSMENT TASK 2: CRITERIA SHEET

ASSESSMENT TASK 3: Literature Review

Aligned subject learning outcomes	<ul style="list-style-type: none"> • identify main theories and concepts in the field of intercultural psychology and cross-cultural communication • apply theories and concepts in intercultural psychology and cross-cultural communication to diverse cultural settings • analyse and criticize theories and practice in intercultural psychology in the Asian-Pacific region.
Aligned professional standards/ competencies	Competencies of APS Psychologists: <ul style="list-style-type: none"> •Competency 1: Discipline knowledge •Competency 2: Research •Competency 3: Framing & problem solving •Competency 6: Communication •Competency 8: Influence and change Australian Psychology Accreditation Council Standards: <ul style="list-style-type: none"> •Core Knowledge and Understanding •Research Methods in Psychology •Values, Research and Professional Ethics

	<ul style="list-style-type: none"> • Communication Skills • Learning and the Application of Psychology
Group or individual	<i>Individual</i>
Weighting	40%
Due date	11:59 pm on 15 May 2017

ASSESSMENT TASK 3: DESCRIPTION

The ultimate aim of this assessment is to improve your skills in conducting a literature review. Please choose one of the following topics as the subject of your literature review. A good literature review demonstrates a comprehensive understanding of the topic. A good literature review means more than reporting what you have read and understood (as you do in essay writing). Instead, you need to read literature around the topic critically and write in such a way that shows that you have a good understanding of the topic; what the most important issues related to the topic are; their relevance to modern psychology; the controversies around the topic; what has been neglected; and you can anticipate where the topic will be taken in the future. In doing so, you need to read the relevant materials presented in the textbook and/or covered in the lectures and scholarly articles on this topic and then carefully choose what your literature review is going to cover to demonstrate your understanding of the topic. Feedback on the assessment will be given via email.

- The development of Indigenous Psychology in [a country/region you choose]
- The impact of colonisation on the identity of Indigenous Australians
- The impact of the White Australia Policy on contemporary Australia
- Challenges to Intercultural Psychology
- On multiculturalism
- On acculturation
- On the construction of cultural identity
- On cross-cultural communication

ASSESSMENT TASK 3: CRITERIA SHEET

INTRODUCTION (10%)	MARKS
There is a clear, succinct introduction, outlining the topic chosen, and what subtopics will be discussed. (10%)	
BODY (55%)	MARKS
Organization: Literature discussion organized into appropriate subtopics which follow logical sequence. Importance of the subtopics are demonstrated. At least three subtopics have been identified. (10%)	
Transition: Clear, logical, appropriate transitions and coherent paragraphs facilitate subtopic organization. (10%)	
Quality of literature: Thorough reference to most important research studies and little or no reference to popular literature. (5%)	
Breadth of subtopics: Inherent subtopics are thoroughly and appropriately presented through relevant and sufficient literature. (10%)	
Relevance of published studies to current topic: Explicit relationship between relevant literature and current topic is demonstrated. Importance of the referred studies is established. (10%)	
Relevance of published studies to each other: Thorough development of relationships among published studies. (10%)	
CONCLUSION (20%)	MARKS
The conclusion <i>briefly</i> summates what was discussed. (10%)	
Implications of the topic to policy making and/or limitations of the research into this topic are discussed. (10%)	
PRESENTATION AND STYLE (15%)	MARKS
The text is well written, utilising appropriate language and demonstrating adequate paragraphing & an absence of spelling/grammatical errors (5%)	
The literature review is written within the word limit: 2,000 +/- 10%, excluding references. (5%)	
Referencing and formatting follows APA style and a reference list is provided (5%)	
OVERALL MARKS	

Section 4. Submission and return of assessment

Submission

Weekly CAR exercises will be submitted to LearnJCU Discussion Board. The best CAR and the Literature Review will be submitted to the Safe Assignment drop box. You must have a cover page where the information of the title of your assignment, your name, your ID, the subject code and lecture should be included. Email submission of assessments is NOT acceptable. Hard copy submission is NOT required. Except under exceptional circumstances, marked assignments will be returned to students no later than three weeks after the submission date.

Extensions

Extensions for assessment tasks will only be granted where a serious and unforeseeable event has prevented you from completing the assessment. This applies to all on-course assessment items, including the delivery of presentations during scheduled class time. To request an extension, students are required to follow the [College process regarding the submission and assessment of forms for a request for extension, late assignment submission, or missed class](#).

Late Submissions

Work is deemed late if submitted after the due date. Any assessment that does not have an approved extension by the Subject Coordinator will incur a late penalty if submitted after the due date. **Five percent (5%) of the marks available for the assessment item will be deducted per calendar day, including part-days, weekends and public holidays.**

Return of Assignments

An assessment's return date, time and manner will be determined by the Subject Coordinator in-line with the JCU Learning, Teaching and Assessment Policy. Feedback will be given, and students can discuss their assessment with the marker if further feedback is needed. Students will be informed of their grade for every component of assessment in the subject within 21 days from the due date of the assessment item (JCU [Learning Teaching and Assessment Policy](#) 8.7.2).

Review of Assessment

Requests for review of assessment need to follow the [JCU Review of Assessment and Access to Examination Scripts and Materials Procedure](#).

Please see Student Resources portal tab in LearnJCU for other important student information pertaining to plagiarism and referencing, examinations advice and student support services.

Section 5. Subject calendar

Week / Date / Module		Subject activity 1	Readings / Preparation	Relationship to Assessment
1	20-Feb-17	Online lecture/Tutorial: Subject introduction and assessments	Subject outline	Overall understanding of the subject and its assessments
2	27-Feb-17	Online lecture/Tutorial: Cultural psychology vs cross-cultural psychology: Intercultural psychology	Online materials	CAR exercises and Online test
3	6-Mar-17	Online lecture/ Tutorial: The concept of self in different cultures CAR 1: Individualist self or collective self?	Online materials	CAR exercises and Online test
4	13-Mar-17	Online lecture/ Tutorial: Whiteness and White Australia Policy CAR 2: The Shopping Centre "Scavenger Hunt"	Online materials	CAR exercises and Online test
-	18-Mar-17 Saturday	Face to face workshop and tutorial		Literature review, Car exercise and Online test
5	20-Mar-17	Online lecture/ Tutorial Acculturation and multicultural identity CAR 3: Stepping out of your language comfort zone	Online materials	CAR exercises and Online test
5a	27-Mar-17	LECTURE RECESS		
6	3-Apr-17	Online lecture/Tutorial: Psychology in Asian countries CAR 4: Interacting with diversity	Online materials	CAR exercises and Online test
7	10-Apr-17	Online lecture/Tutorial: Confucianism – The philosophical foundation of Chinese Psychology CAR 5: Reflection on CAR	Online materials	CAR exercises and Online test

Week / Date / Module		Subject activity 1	Readings / Preparation	Relationship to Assessment
8	17-Apr-17	Online lecture/Tutorial: Face	Online materials	Online test
9	24-Apr-17	Online lecture/Tutorial: Indigenous identity	Online materials	Online test
10	1-May-17	Preparation for Assessment3	Online materials	Literature review
11	8-May-17			
12	15-May-17			
13	22-May-17			
	29-May-17	STUDY VACATION		
	5-Jun-17	EXAMINATIONS		
	12-Jun-17	EXAMINATIONS		

Please note that the sequence of some topics may change due to availability of staff, resources or due to unforeseen circumstances.