CGCS
CENTRE FOR GLOBAL CITIZENSHIP STUDIES

COURSE SYLLABUS

PDVP-202

Sustainable Wellbeing, Resilience, and Growth

Marketed as: Sustainable Wellbeing, Resilience & Growth



Course Code	PDVP-202
Course Title (transcript)	Sustainable Wellbeing, Resilience, and Growth
Credit Value	3 US semester credits (equivalent to 4.5 quarter credits)
Course Level	Lower-division undergraduate (intermediate, 200-level)
Discipline	Wellbeing, Resilience & Sustainable Flourishing
Delivery Mode	100% online, asynchronous (CGCS Virtual Learning Environment)
Duration	Self-paced; up to 12 months from enrolment. Can be completed on its own or alongside a real-world experiential activity.
School of Record	Hartwick College, Oneonta, New York, USA
Awarding Institution	Centre for Global Citizenship Studies, London, UK

Prerequisites	None. Suitable for students aged 16+. The course can be completed on its own, or alongside a relevant gap-year, volunteering, work, internship, or other applied experience.
Transferability	Lower-division (200-level) intermediate elective in wellbeing, positive psychology, and sustainability studies, sitting within the Personal & Professional Development (PDVP) pathway. Hartwick College is regionally accredited by the Middle States Commission on Higher Education (MSCHE), so credits transfer to most US institutions on a syllabus-review basis. Receiving institutions typically accept this course as elective credit, general-education credit, or major credit (Wellness, Health Sciences, Psychology, Human Development, or Sustainability Studies) at their own discretion.

How This Course Works

This course is delivered as a structured online programme of ten sequential modules through the CGCS Virtual Learning Environment. Each module combines core academic content — readings, recorded notes, structured tasks, and case-based activities — with reflective tasks that invite students to connect course concepts to their own life and community context.

Assessment is by means of two graded written assignments: a real-world wellbeing and resilience case-study analysis, and a personal sustainable flourishing portfolio. The course can be completed on its own, or alongside a parallel experiential activity — a gap year, a volunteering placement, an internship, a work experience, an outdoor-leadership programme, or a self-directed project — which can enrich the student's reflective and applied work.

Course Goal

The goal of this course is to equip students with a comprehensive understanding of sustainable wellbeing, resilience, and human flourishing as interconnected concepts. Drawing on positive psychology, sustainability studies, behavioural science, and global wellbeing frameworks, students examine the psychological, social, environmental, and cultural dimensions of living well in a changing and interconnected world. The course pairs evidence-based academic content with reflective practice and applied portfolio work, supporting students to develop a personal, evidence-based plan for resilience and long-term flourishing.

Course Description

Sustainable Wellbeing, Resilience, and Growth is a structured online course that explores the interconnected concepts of sustainable wellbeing, resilience, and growth in contemporary personal, social, and global contexts. Students examine the psychological, social, environmental, and ethical dimensions of wellbeing while developing practical strategies for resilience, adaptive coping, and long-term flourishing.

Drawing on positive psychology, sustainability studies, behavioural science, and global wellbeing frameworks, students critically evaluate what it means to live well in a rapidly changing and interconnected world. The course is delivered through ten modules and assessed by means of a real-world case-study analysis and a personal sustainable flourishing portfolio.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Define sustainable wellbeing, resilience, and human flourishing using relevant theoretical frameworks.

2. Explain the psychological, social, environmental, and cultural dimensions of wellbeing.

3. Analyse factors that support or undermine resilience in personal and collective contexts.

4. Evaluate the relationship between sustainability and human wellbeing.

5. Apply evidence-based strategies for enhancing resilience and wellbeing.

6. Reflect critically on personal flourishing and life design.

7. Examine systemic and global influences on wellbeing.

8. Develop a practical wellbeing and resilience action plan suitable for sustained use beyond the course.

Course Topics

The course is structured around the following ten modules, delivered asynchronously through the CGCS Virtual Learning Environment. The course is not paced by week or term; students progress through modules in sequence at their own pace.

Module	Title	Sub-topics
Module 1	**Introduction to Sustainable Wellbeing and Growth**	Foundational concepts and definitions The case for a sustainable approach to wellbeing
Module 2	**Foundations of Positive Psychology**	Key theories and the evidence base Strengths, virtues, and human flourishing
Module 3	**Resilience and Adaptive Coping**	Resilience as a learnable capacity Adaptive and maladaptive coping strategies
Module 4	**Stress, Burnout, and Mental Wellbeing**	Recognising stress, burnout, and depletion Frameworks for mental wellbeing
Module 5	**Sustainable Living and Environmental Wellbeing**	Connections between sustainability and personal health Environment, nature, and wellbeing
Module 6	**Social Connection, Community, and Belonging**	The role of relationships in human flourishing Building and sustaining community
Module 7	**Purpose, Meaning, and Life Design**	Frameworks for meaning and motivation Designing a life of purpose
Module 8	**Digital Wellbeing and Modern Challenges**	Healthy technology use and boundaries Navigating digital overload and attention
Module 9	**Global Wellbeing, Equity, and Human Flourishing**	Global determinants of wellbeing Equity, social responsibility, and shared flourishing
Module 10	**Personal Flourishing and Sustainable Action Planning**	Translating insight into practice Designing a personal sustainable flourishing plan

Assessment

Assessment comprises two graded written assignments, supported throughout the course by reflective tasks within each module. In each module, students complete one independent reflection task in their learning journal (150–200 words) and two short reflective responses (approximately 300 words each); these are read by the Programme Coordinator but are ungraded.

Assignment 1 — Wellbeing and Resilience Case-Study Analysis (40%). A 1,500–2,000 word analysis of a real-world case involving resilience, burnout, wellbeing challenges, social adversity, sustainability stress, or human flourishing. Students summarise the chosen case, identify key wellbeing or resilience challenges, apply relevant course

theories, analyse psychological, social, and environmental factors, evaluate the coping responses or interventions in evidence, and recommend evidence-based alternatives. Sample case themes are provided in the VLE; students may also propose their own with Programme Coordinator approval.

Assignment 2 — Personal Sustainable Wellbeing and Flourishing Portfolio (60%). A reflective and practical portfolio of approximately 2,500–3,500 words (or equivalent in narrated presentation or multimedia format) in which students apply course concepts to their own life. The portfolio comprises four parts: a personal wellbeing assessment across physical, emotional, social, digital, purpose, environmental, and resilience dimensions; an analysis of a significant personal, academic, or professional challenge currently affecting wellbeing; a sustainable flourishing action plan with SMART goals, resilience-building strategies, sustainable habits, digital wellbeing boundaries, accountability measures, and a personal flourishing philosophy; and a global citizenship reflection situating personal wellbeing within wider social and global concerns.

Graded assignments are marked on an A–F letter scale; students may submit each graded assignment up to three times to achieve a passing grade. A passing grade requires the student to achieve at least 50% on each graded assignment. Final course grades are reported on the standard A–F letter scale and recorded on the Hartwick College transcript.

Student Workload

This 3-credit course is designed to total approximately 135 hours of student engagement, comprising: ~30 hours of online VLE module content (notes, videos, structured tasks, and quizzes across the ten modules); ~25 hours of recommended reading; ~30 hours of reflective journal and short-response tasks across the modules; ~35 hours of graded assignment preparation, drafting, and writing; and ~15 hours of revision, self-assessment, and submission preparation. The credit value reflects the combined academic and reflective workload, consistent with US online and experiential-education credit conventions.

Course Policies

Delivery and Engagement

100% online and asynchronous through the CGCS Virtual Learning Environment. There is no fixed term length and no scheduled meetings. Students enrol on a rolling basis and have up to 12 months to complete the course; most students complete within 8–12 weeks of focused engagement.

Academic Integrity and AI Use

All work submitted must be the student's own. Direct quotation, paraphrase, or use of another author's ideas must be cited using a recognised academic referencing style (Harvard, APA, or MLA). Assignments are screened with a plagiarism and AI-detection checker. Plagiarism, contract cheating, and falsification of evidence are violations of CGCS academic integrity policy and may result in assignment failure or removal from the programme. The CGCS Plagiarism and AI Prevention Guide is available in the orientation module of the VLE.

Grade Appeals

Students wishing to request a re-mark of a graded assignment should email the Programme Coordinator with the assignment in question and the grounds for the remark request. The result of the re-mark is final, regardless of whether it is higher or lower than the original mark.

Programme Coordinator

Programme Coordinator: Jared Borkum, Academic Director and Co-Founder, Centre for Global Citizenship Studies. Email: learning@globalcitizenshipstudies.com. Available Monday–Thursday 08:00–19:00 UK time, Friday 08:00–17:00 UK time.

Transcripts

Final grades are submitted to Hartwick College (Oneonta, NY), which serves as CGCS's US School of Record. Hartwick College is accredited by the Middle States Commission on Higher Education (MSCHE). Students order official Hartwick College transcripts via the National Student Clearinghouse once the final grade is posted.

About CGCS and Hartwick College

The Centre for Global Citizenship Studies (CGCS) is a London-based educational organisation specialising in the academic recognition of experiential and global learning. CGCS is an approved learning centre for NOCN, an awarding body regulated by Ofqual (the UK government's qualifications regulator). CGCS courses are CPD-accredited and recognised by partner institutions including the Gap Year Association and the Forum for International Volunteering.

Hartwick College serves as the US School of Record for CGCS short courses, providing official US academic transcripts that record the course code, title, letter grade, and credit value. Hartwick College is a private liberal-arts college accredited by the Middle States Commission on Higher Education (MSCHE).

Syllabus version: May 2026 · Centre for Global Citizenship Studies · For credit-evaluation enquiries please contact learning@globalcitizenshipstudies.com