



# PSY 466

## Health Psychology

S2 Day 2014

*Psychology*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

3

Prerequisites

Corequisites

PSY490 or PSY495

Co-badged status

PSYC766

Unit description

This unit provides an advanced overview of health psychology. Health psychology is devoted to understanding psychological influences on how people stay healthy, why they become ill, and how they respond when they do get ill. Empirical and clinical evidence suggests the optimal approaches, especially in the prevention of poor lifestyle habits, to promote healthy behaviour. Topics covered within this unit include the nature of chronic illness and pain, stress and its management, health inequalities, design and planning of behaviour change interventions, and coping with serious illness such as cancer, both individually and from a dyadic perspective.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

1. Critique the major theoretical models in health psychology.
2. Summarise and compare different public health approaches to minimising population-based ill-health.
3. Design a basic outline of a community-based health promotion program based on modifying commonly held beliefs and health behaviours.
4. Review the psychosocial impact of various medical conditions on an individual's well-being.
5. Compare and contrast different approaches to managing health-related conditions in chronic disease, pain and stress.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Group task</a>	15%	19th Aug, 2014
<a href="#">Essay</a>	50%	Monday 8th Sept, 2014
<a href="#">Class Test</a>	35%	11th Nov, 2014

### Group task

Due: **19th Aug, 2014**

Weighting: **15%**

Groups of approx 4 students work jointly in this formative task of reviewing theories and research on health promotion to develop an outline of a specific health promotion intervention. The group then presents it to the class.

On successful completion you will be able to:

- 1. Critique the major theoretical models in health psychology.
- 5. Compare and contrast different approaches to managing health-related conditions in chronic disease, pain and stress.

## Essay

Due: **Monday 8th Sept, 2014**

Weighting: **50%**

An essay on a set topic in health psychology

On successful completion you will be able to:

- 1. Critique the major theoretical models in health psychology.
- 2. Summarise and compare different public health approaches to minimising population-based ill-health.
- 5. Compare and contrast different approaches to managing health-related conditions in chronic disease, pain and stress.

## Class Test

Due: **11th Nov, 2014**

Weighting: **35%**

A short-answer test given in class.

On successful completion you will be able to:

- 1. Critique the major theoretical models in health psychology.
- 2. Summarise and compare different public health approaches to minimising population-based ill-health.
- 3. Design a basic outline of a community-based health promotion program based on modifying commonly held beliefs and health behaviours.
- 4. Review the psychosocial impact of various medical conditions on an individual's well-being.

## Delivery and Resources

### Lecture and Tutorial times

**For 2014 Lectures/Workshops are held Tuesdays 9-11 in E7B 163.**

Lectures/workshops are not recorded. Attendance is compulsory.

Additional unit information is on the unit's iLearn site.

### Technologies used and required:

iLearn site access for unit outline and other information

Powerpoint for your group presentation

Word or similar for your essay/literature review

## Changes since the last offering of this unit

The unit structure is unchanged. There is a new essay question and some new exam questions.

## Unit Schedule

Classes consist of a 2 hour lecture/workshop format

*It is an assessment requirement of this unit that students attend all classes.*

## Learning and Teaching Activities

### Health promotion presentation

Students will work in small groups to develop a plan for an intervention to address a health concern within Australia. This will be presented to the class by each group. 15%

### Essay

This essay addresses a current issue in health psychology. Refer to unit outline for full details. 50%

### Exam

The final exam is based on the material covered in classes each week. 35%

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#).

Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and*

*replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## **Learning outcomes**

- 1. Critique the major theoretical models in health psychology.
- 4. Review the psychosocial impact of various medical conditions on an individual's well-being.

## **Assessment tasks**

- Group task
- Essay
- Class Test

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- 1. Critique the major theoretical models in health psychology.
- 4. Review the psychosocial impact of various medical conditions on an individual's well-being.

## **Assessment tasks**

- Group task
- Essay
- Class Test

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- 1. Critique the major theoretical models in health psychology.
- 2. Summarise and compare different public health approaches to minimising population-based ill-health.
- 3. Design a basic outline of a community-based health promotion program based on modifying commonly held beliefs and health behaviours.
- 4. Review the psychosocial impact of various medical conditions on an individual's well-being.
- 5. Compare and contrast different approaches to managing health-related conditions in chronic disease, pain and stress.

## Assessment tasks

- Group task
- Essay
- Class Test

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- 1. Critique the major theoretical models in health psychology.
- 5. Compare and contrast different approaches to managing health-related conditions in chronic disease, pain and stress.

## Assessment tasks

- Group task
- Essay
- Class Test

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative



in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- 1. Critique the major theoretical models in health psychology.
- 4. Review the psychosocial impact of various medical conditions on an individual's well-being.

## **Assessment tasks**

- Group task
- Essay
- Class Test

## **Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## **Learning outcome**

- 4. Review the psychosocial impact of various medical conditions on an individual's well-being.

## **Assessment tasks**

- Group task
- Essay
- Class Test

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- 2. Summarise and compare different public health approaches to minimising population-based ill-health.
- 3. Design a basic outline of a community-based health promotion program based on

modifying commonly held beliefs and health behaviours.

- 4. Review the psychosocial impact of various medical conditions on an individual's well-being.

## **Assessment tasks**

- Group task
- Essay
- Class Test

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- 1. Critique the major theoretical models in health psychology.
- 5. Compare and contrast different approaches to managing health-related conditions in chronic disease, pain and stress.

## **Assessment tasks**

- Group task
- Essay
- Class Test

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- 3. Design a basic outline of a community-based health promotion program based on modifying commonly held beliefs and health behaviours.
- 5. Compare and contrast different approaches to managing health-related conditions in chronic disease, pain and stress.

## Assessment tasks

- Group task
- Essay
- Class Test