



PSY 926

Psychology of Health

S1 Day 2017

Department of Psychology

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General Information

Unit convenor and teaching staff

Andrew Baillie

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Credit points

4

Prerequisites

(Admission to MCLinPsych or DCLinPsych) and PSY904 and PSY961 and (PSY962 or PSY978) and (PSY965 or PSY977)

Corequisites

Co-badged status

Unit description

This unit aims to prepare students for work in clinical health psychology and to introduce health promotion and the wider interface between psychological processes and health. Presentations on the core mechanisms and processes, presentations by practicing leaders in clinical psychology on specific areas (eg, pain management, chronic illness) and small group work on case scenarios are the methods to achieve these objectives.

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:

Critically appraise potential behavioural and psychological mechanisms that contribute to ill health

Use psychological skills and techniques to improve interventions in health

Assess the psychological impact of ill health.

Critically appraise the role of a clinical psychologist in a variety of health settings including inpatient medical and outpatient chronic disease care

Conduct psychological assessments and interventions for common health problems such as cancer, heart disease, and chronic pain, and unexplained physical symptoms

Effectively communicate about health problems in a culturally and linguistically diverse

community

Extend skills in searching and critical appraisal of information sources for clinical decision making to new and unfamiliar health problems

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>EB Treatment plan - Background</u>	10%	No	Week 2
<u>EB Treatment Plan - Full</u>	35%	No	Week 6
<u>EB treatment - Presentation</u>	10%	No	TBA
<u>Funding Proposal</u>	45%	No	Week 13

EB Treatment plan - Background

Due: **Week 2**

Weighting: **10%**

Based on a case scenario provided in class, work with other group members to produce a treatment plan in which you describe and justify the treatment you would provide. In the group meetings each member will take responsibility for researching and developing one of the parts of the task.

Group submission of background and case formulation (10%)

Briefly outline basic details about your client including their goals and preferences for intervention (one paragraph) and general background details about their main physical health problem: Symptoms, Diagnosis, Prevalence, Typical Course, Mortality and Disability (one paragraph).

On successful completion you will be able to:

- Assess the psychological impact of ill health.
- Extend skills in searching and critical appraisal of information sources for clinical decision making to new and unfamiliar health problems

EB Treatment Plan - Full

Due: **Week 6**

Weighting: **35%**

Individual submission of Evidence Based Treatment Plan

Based on a case scenario provided in class and the background and preliminary formulation from the previous step, produce a treatment plan in which you describe and justify the treatment

you would provide *in no more than 2000 words*.

Use the background information and a preliminary formulation that you have worked up with your group as the basis for the following steps. The assignment is submitted individually.

1. Critically review the literature about psychological mechanisms that may influence the health problem or its treatment. Pay careful attention to the quality of the research and its applicability to the client in the case scenario. Come to a definite conclusion;
2. Critically review the literature about the effectiveness of psychological interventions for this health problem paying careful attention to the quality of evidence and its applicability to the client. Come to a definite conclusion about the best treatment for this client. .
3. Critically review existing programs, treatment manuals, and self help materials that might assist the clinical psychologist to deliver the intervention. Again come to a definite conclusion about the materials to use for this client. You are encouraged to check relevant Wikipedia entries, makes edits as supported by the literature and submit the changes you made with your assignment (see <http://www.psychologicalscience.org/index.php/members/aps-wikipedia-initiative>).
4. Critically review assessment tools that measure the psychological processes related to the health problem and measure the client's progress toward their goals. Make a definite conclusion about the assessments to be used for this client.

Overall points

A. there are bonus points for submitting wikipedia edits- You are encouraged to check relevant Wikipedia entries, makes edits as supported by the literature and submit the changes you made with your assignment (see <http://www.psychologicalscience.org/index.php/members/aps-wikipedia-initiative>). Submit a PDF of the wikipedia page before your edits and a PDF of after you've made edits.

B. Critical review means your assignment contains:

- a) a clear and explicit statement about the source of the information (eg a psycinfo or pubmed search using specified subject headings and the clinical queries filters),
- b) a critical appraisal of the quality of the research methods and a judgement about how much you trust the study findings, and
- c) an explicit critical appraisal of the generalisability of those findings to your client.

On successful completion you will be able to:

- Critically appraise potential behavioural and psychological mechanisms that contribute to ill health
- Assess the psychological impact of ill health.
- Conduct psychological assessments and interventions for common health problems such

as cancer, heart disease, and chronic pain, and unexplained physical symptoms

- Extend skills in searching and critical appraisal of information sources for clinical decision making to new and unfamiliar health problems

EB treatment - Presentation

Due: **TBA**

Weighting: **10%**

Class presentations must not exceed the set time limit minutes. Marks will be deducted for exceeding the time limit.

Class presentations will be assessed on presentation skills, clarity, **conciseness, and enthusiasm**, as well as content, logical flow, and critical analysis displayed in the presentation. 5% of marks are allocated to the presentation and 5% to the handout or clinician toolkit. The handout is marked on its ability to provide a concise “clinical tool kit” resource list for colleagues.

On successful completion you will be able to:

- Assess the psychological impact of ill health.
- Conduct psychological assessments and interventions for common health problems such as cancer, heart disease, and chronic pain, and unexplained physical symptoms
- Effectively communicate about health problems in a culturally and linguistically diverse community
- Extend skills in searching and critical appraisal of information sources for clinical decision making to new and unfamiliar health problems

Funding Proposal

Due: **Week 13**

Weighting: **45%**

Funding application arguing for a new service for example an additional clinician, sessional funding for a group, client information materials, an internet intervention. *Please choose a health problem or illness that you are unfamiliar with and was not the topic of your first assignment.*

Main Points

Make sure you present

1. a concise description of what you plan to do,
2. an argument or justification for why your intervention is a good idea, is practical, and should be funded for a trial period, and
3. describe an evaluation that should lead to results that would convince your administrators to continue funding in the future

Format

Please submit your assignment in the format of a funding proposal: a Synopsis, Aims and Objectives, Background literature review, Implementation Plan, Evaluation Plan, References and Budget. A sample form will be provided later in the semester via ilearn.

Synopsis: An abstract or brief overview of the aims, background, and methods you propose. This needs to include the main features of each of these areas and is marked for conciseness.

Aims and Objectives: What specifically does your project aim to achieve. Remember methods are not aims! (“The aim is to run a support group for Spina Bifida” no! that’s a proposed *method* of achieving and *aim* such as improved quality of life or increased social connections). These need to be achievable and to match what it is you measure in your evaluation plan.

Background Literature Review: A review of existing literature on the target problem leading to a justification for your specific program. This section should include: i) brief discussion of the medical aspects (facts and figures) of the problem, ii) brief theoretical coverage of the psychological factors involved in the problem, iii) discussion and brief review of programs (especially Australian) that have been established to address the problem. Show that there are important gaps that your proposal will fill. Refer to state and federal health goals, targets & priority areas to reinforce your case. Remember you are presenting an argument for why this intervention is important and worthy of funding.

I expect these first three sections to be very well executed.

Implementation plan: A specific plan of what you are going to do and for how you will implement the intervention. You need to explain the rationale for each aspect of your intervention. That is, you need to address why that sample was targeted, how you propose accessing the target group (if applicable), specific methods used for the intervention (e.g. the types of issues to be addressed, type of medium to convey intervention), and why each component was included. Ensure that all aspects of intervention design are covered.

Evaluation Plan: A specific plan for how you would evaluate the intervention you are proposing. As this is not a course on evaluation you don't have to develop anything fancy here but what you propose should be in keeping with the literature you review. It is unlikely that a randomised controlled trial is appropriate. Remember this is not a research proposal or grant application. Be sure that you measure progress towards the aims you set.

References: Follow the instructions that accompany the grant format you are using.

Budget: Try to be realistic but I expect that you will not have much experience writing budgets for funding so I will be marking this section fairly generously.

On successful completion you will be able to:

- Critically appraise potential behavioural and psychological mechanisms that contribute to ill health
- Use psychological skills and techniques to improve interventions in health

- Critically appraise the role of a clinical psychologist in a variety of health settings including inpatient medical and outpatient chronic disease care
- Effectively communicate about health problems in a culturally and linguistically diverse community

Delivery and Resources

This unit is taught in three components - seminars on key topics, tutorial activities for group work and role play practice of key skills, and presentations from leaders in the profession. Engagement with the material and participation in class is essential.

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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) 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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Critically appraise potential behavioural and psychological mechanisms that contribute to ill health
- Use psychological skills and techniques to improve interventions in health
- Critically appraise the role of a clinical psychologist in a variety of health settings including inpatient medical and outpatient chronic disease care
- Conduct psychological assessments and interventions for common health problems such as cancer, heart disease, and chronic pain, and unexplained physical symptoms
- Effectively communicate about health problems in a culturally and linguistically diverse

community

Assessment tasks

- EB Treatment Plan - Full
- EB treatment - Presentation
- Funding Proposal

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Critically appraise potential behavioural and psychological mechanisms that contribute to ill health
- Use psychological skills and techniques to improve interventions in health
- Assess the psychological impact of ill health.
- Conduct psychological assessments and interventions for common health problems such as cancer, heart disease, and chronic pain, and unexplained physical symptoms
- Effectively communicate about health problems in a culturally and linguistically diverse community
- Extend skills in searching and critical appraisal of information sources for clinical decision making to new and unfamiliar health problems

Assessment tasks

- EB Treatment plan - Background
- EB Treatment Plan - Full
- EB treatment - Presentation
- Funding Proposal

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Critically appraise potential behavioural and psychological mechanisms that contribute to ill health
- Critically appraise the role of a clinical psychologist in a variety of health settings including inpatient medical and outpatient chronic disease care
- Extend skills in searching and critical appraisal of information sources for clinical decision making to new and unfamiliar health problems

Assessment tasks

- EB Treatment plan - Background
- EB Treatment Plan - Full
- EB treatment - Presentation
- Funding Proposal

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- Assess the psychological impact of ill health.

Assessment tasks

- EB Treatment plan - Background
- EB Treatment Plan - Full
- EB treatment - Presentation

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Effectively communicate about health problems in a culturally and linguistically diverse community

Assessment tasks

- EB treatment - Presentation
- Funding Proposal

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Critically appraise the role of a clinical psychologist in a variety of health settings including inpatient medical and outpatient chronic disease care
- Effectively communicate about health problems in a culturally and linguistically diverse community

Assessment tasks

- EB treatment - Presentation
- Funding Proposal