



# PSY 466

## Advanced Issues in Health Psychology

S2 Day 2019

*Department of Psychology*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	12

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

### Unit convenor and teaching staff

#### Convenor

Professor Kerry Sherman

[kerry.sherman@mq.edu.au](mailto:kerry.sherman@mq.edu.au)

Contact via 98506874

4FW 724

By appointment

#### Co-Convenor

Christopher Kilby

[christopher.kilby@mq.edu.au](mailto:christopher.kilby@mq.edu.au)

4FW 709

By appointment

Donna Keeley

[donna.keeley@mq.edu.au](mailto:donna.keeley@mq.edu.au)

### Credit points

3

### Prerequisites

### Corequisites

PSY490 or PSY495

### Co-badged status

### 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, design and planning of behaviour change interventions, and coping with serious illness.

## 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:

- Demonstrate the ability to critique empirically based research articles
- Critique the major theoretical models in health psychology
- Summarise and compare different public health approaches to minimising population-based ill-health
- Understand basic ideas behind health interventions to prevent disease and/or promote wellbeing
- Review the psychosocial impact of various medical conditions on an individual's wellbeing
- Compare and contrast different approaches to managing health-related conditions in chronic disease and stress

## General Assessment Information

### Academic Honesty (MQ Policy):

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement. The Policy covering Academic Honesty is available on the web at: [http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

Plagiarism is an example of dishonest academic behaviour and is defined by the Policy on Academic honesty as: "Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas".

Plagiarism is a serious breach of the University's rules and carries significant penalties. The Academic honesty Procedure is available at [http://www.mq.edu.au/policy/docs/academic\\_honesty/procedure.html](http://www.mq.edu.au/policy/docs/academic_honesty/procedure.html)

This procedure notes the following responsibilities for students:

- Act in accordance with the principles of the Academic Honesty Policy.
- Become familiar with what academic dishonesty is, what are appropriate referencing techniques and the consequences of poor practice.
- Seek assistance from the unit convenor (or their nominee) to remedy any deficits or if you are unsure of discipline specific practice.
- Submit only work of which you are the author or that properly acknowledges others.
- Do not lend your original work to any other person for any reason.
- Keep drafts of your own authored work and notes showing the authorship or source of ideas that are not your own.

The penalties which can be applied for academic dishonesty are outlined in the Academic Dishonesty – Schedule of Penalties which can be found at: [http://www.mq.edu.au/policy/docs/academic\\_honesty/schedule\\_penalties.html](http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html)

The penalties range from applying a fail grade for the assessment task or requiring the student to re-submit the assessment task for a mark no greater than 50 to applying a fail grade to the unit of study and referral to the University Discipline committee.

You must read the University's Policy and Procedure on Academic Honesty.

## University Policy on Grading

Academic Senate has a set of guidelines for the achievement of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive.

For more information please refer to the Macquarie University Handbook.

## Appeals Against Grades:

### ***Individual Assessments***

1. Read over your marker's feedback
2. Wait at least 24-48 hours and reread your marker's feedback
3. If you are still not happy with your grade, contact your marker and organise a time to discuss your assignment in-person (generally, this does not result in a change in grade but an increase in clarity as to why you received the grade you did).
4. If you are not happy with the outcome of this, you will need to lodge a formal request for a remark. Remarking is done by the unit convenor and their grade will be final (i.e., if they mark you lower than your original marker, you will receive the lower grade).
5. For more information, [click here](#)

### ***Overall Grade***

**Detailed university policy information can be found at: <https://stude>**

## <https://www.mq.edu.au/study/my-study-program/appeals>

### Extensions on Assessment Due Dates:

- Requests for extensions for assignments in PSY466 are granted by the Faculty of Human Sciences Student Centre (via [ask.mq.edu.au](https://www.mq.edu.au/ask)). A decision will be made by the staff in the Student Centre. PSY466 staff will not be notified that you have applied for an extension, nor will we be told if an extension is approved or denied. PSY466 staff do not have the ability to grant extensions.
- All extensions must be made prior to the due date for the assignment. If you have not received a decision regarding your extension before the assignment deadline, and your request is denied, the official deadline will remain and the official late penalty will be applied. Further, if you submit by the official deadline for an assessment that does not allow multiple attempts, and then receive approval for an extension, you will not be able to re-upload your assignment (i.e., you will be opting not to use your extension). As such, not submitting by the deadline while waiting for a decision is a calculated risk you must consider. It is strongly recommended to apply for extensions as early as possible to prevent this.
- If an extension is required for medical or other extenuating circumstances, students may request this in writing (via [ask.mq.edu.au](https://www.mq.edu.au/ask)) with supporting documentary evidence (such as medical certificate, counsellor notes, or similar).
- Generally, extensions are not granted for written work (e.g., essays) since ample time for its preparation will have been given (for PSY224, all materials for the essay are required are made available as soon as iLearn is open).
- **If an extension is granted, the approval must be uploaded to Turnitin along with your assignment to avoid any late penalties.**

### Special Considerations for Exams:

- The only exception to not sitting an exam at the designated time is because of documented illness or unavoidable disruption. In these circumstances, you may wish to consider applying for special considerations. Information about unavoidable disruption and the special consideration process is available in the Disruption to Studies policy ([mq.edu.au/policy/docs/disruption\\_studies/policy.html](https://www.mq.edu.au/policy/docs/disruption_studies/policy.html))

- To be eligible for special considerations, a student must notify the university of a serious and unavoidable disruption no later than five (5) working days of the assessment task date or due date. Notifications of Disruption of Studies after 5 days will still be assessed, however they are more likely to have a remedy of Withdrawal Without Academic Penalty applied if they are deemed serious and unavoidable.
- If a Supplementary Examination is granted as a result of the special consideration process, the exam will be scheduled after the conclusion of the official examination period. The format of a supplementary exam is at each unit convener's discretion and is subject to change from the original final examination.
- Supplementary exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam because of documented illness or unavoidable disruptions
- Instructions on applying for sitting a supplementary exam are available at <https://student.s.mq.edu.au/study/my-study-program/special-consideration>
- If you are approved to sit a supplementary final exam, you will receive an email with information from the Faculty office. Students who are granted to sit for a supplementary exam must make themselves available to sit for the supplementary exam on the specified date. There will only be one time. It is the student's responsibility to email Student Centre to confirm attendance at the supplementary exam.
- You are advised that it is Macquarie University policy not to set early exams for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching session, which is the final day of the official examination period.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Class Participation</a>	10%	No	Week 12
<a href="#">Essay</a>	40%	No	5PM 13th Sep 2019
<a href="#">Exam</a>	50%	No	Week 13

### Class Participation

Due: **Week 12**

Weighting: **10%**

**Description:** This unit uses problem-based learning which, at its very core, is an active-based

learning approach to education. For this to work, a high level of class participation is required. Students are expected to contribute to in-class and/or online discussions, to demonstrate their ability to think as an independent learner, and to demonstrate an ability to collaborate with fellow students.

On successful completion you will be able to:

- Demonstrate the ability to critique empirically based research articles
- Critique the major theoretical models in health psychology
- Summarise and compare different public health approaches to minimising population-based ill-health
- Understand basic ideas behind health interventions to prevent disease and/or promote wellbeing
- Review the psychosocial impact of various medical conditions on an individual's wellbeing
- Compare and contrast different approaches to managing health-related conditions in chronic disease and stress

## Essay

Due: **5PM 13th Sep 2019**

Weighting: **40%**

**Description:** 1500 word essay. Details of the essay question can be found in the Assessments tab on iLearn.

### **Format:**

- Title page including: essay title, full name, student number, tutor name, and word count
- An abstract is **NOT** required
- 1500 words maximum (not including title page, tables and figures, and reference list)
- 12pt Times New Roman font
- Double-spaced
- 2.54cm margins
- APA 6th Edition referencing and formatting style

### **Guidelines:**

- Submit an electronic copy via the iLearn Turnitin page
- Assignments will not be accepted after the return of marked assignments
- The marking rubric used by your markers can be found in PDF format on iLearn and on the Turnitin page
- Essays must be all your own work and fully references. Plagiarism will not be tolerated.

### Penalties:

- A departmental uniform policy of 5% penalty per 100 words over the word limit (i.e., there is no penalty for 0-99 words over the limit, a 5% penalty applies to 100-199 words over the limit, a 10% penalty applies to 200-299 words over the limit, etc).
- A departmental uniform policy of 5% penalty per each day late (including weekends)
- Penalties are deductions based off of the assessments total marks (i.e., a 40% assessment is worth 40 marks, if you are 100 words over and incur a 5% penalty, then 2 marks will be deducted from your final grade;  $40 \times .05 = 2$ ).

### Feedback:

- Feedback on the **PROGRESS** of your essay can be provided at any time by your tutor or unit chair
- Feedback on the **OUTCOME** of your essay is due to be released by the end of week 12
  - Feedback will be in the form of comments throughout your assignment in Turnitin
  - A letter grade will be provided in Turnitin. There will be no number grade.

On successful completion you will be able to:

- Demonstrate the ability to critique empirically based research articles
- Critique the major theoretical models in health psychology
- Review the psychosocial impact of various medical conditions on an individual's well-being

## Exam

Due: **Week 13**

Weighting: **50%**

**Description:** 1 hour closed book short answer exam held in the formal final exam period. The exam will cover content from weeks 1 to 12.

**Format:** Paper-based short answer quiz.

**Attempts:** You can only attempt this exam once.

### Guidelines:

- Please bring at least two pens.
- The time and location of the exam will be announced on iLearn closer to the examination period.



On successful completion you will be able to:

- Demonstrate the ability to critique empirically based research articles
- Critique the major theoretical models in health psychology
- Summarise and compare different public health approaches to minimising population-based ill-health
- Understand basic ideas behind health interventions to prevent disease and/or promote wellbeing
- Review the psychosocial impact of various medical conditions on an individual's wellbeing
- Compare and contrast different approaches to managing health-related conditions in chronic disease and stress

## **Delivery and Resources**

### **Learning and Teaching Strategy**

- PSY466 is taught through problem-based learning classes. There is detailed information about this style of learning on the unit iLearn page.
- For each class there are set readings as well as supplementary readings for more detailed information about specific aspects of this unit. These are generally made available after the relevant class, in alignment with the problem-based learning framework.
- It is expected that all students contribute to discussions in a constructive manner. The more that you participate in classes, the more you will get out of each class.
- Each week there will be a 'continue the discussion' forum page on the unit iLearn where students can continue the discussions in class.
- It is helpful if you keep up to date with current affairs in Australia during the semester, particularly as it relates to health issues.

### **Technology**

Students are expected to submit the essay as a word-processed document. This is submitted online. Consequently, all students will need access to a computer and internet to complete these tasks.

## **Unit Schedule**

### **Class Times**

Length of classes: 2 hours

Venue: 23 Wallys Walk, Room 101

## Weekly Topics

Week Number	Date of Lecture	Module	Topic	Lecturer
1	1 Aug	Maintaining Good Health	Health Promotion	Chris Kilby
2	8 Aug	Maintaining Good Health	Models of Health Behaviour	Chris Kilby
3	15 Aug	Maintaining Good Health	Health Variations and Indigenous Health	Kerry Sherman
4	22 Aug	Maintaining Good Health	Putting Theory Into Practice	Chris Kilby
5	29 Aug	Stress and Health	Stressing the Importance of Stress Definitions and Theories	Chris Kilby
6	5 Sep	Stress and Health	I Think I Need A Drink! The Relationship Between Stress and Health	Chris Kilby
7	12 Sep		Assignment Week - No Class	N/A
BREAK from 16/09/2019 to 29/09/2019				
8	3 Oct	Stress and Health	Why Is This So Stressful? Advanced Issues in Stress	Chris Kilby
9	10 Oct	The Psychology of Cancer	Decision Making, Adjustment, and Survivorship	Kerry Sherman
10	17 Oct	The Psychology of Cancer	Interpersonal Impact	Kerry Sherman
11	24 Oct	The Psychology of Cancer	To Be Determined	Kerry Sherman
12	31 Oct	Review Week	The Final Case Study	Chris Kilby
13	7 Nov	Exam	Exam	

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)

- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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

### 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 outcomes

- Critique the major theoretical models in health psychology
- Summarise and compare different public health approaches to minimising population-based ill-health

#### Assessment tasks

- Class Participation
- Essay
- Exam

### 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

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

## Assessment tasks

- Class Participation
- Essay
- Exam

## 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

- Demonstrate the ability to critique empirically based research articles
- Critique the major theoretical models in health psychology
- Summarise and compare different public health approaches to minimising population-based ill-health

## Assessment tasks

- Class Participation
- Essay
- Exam

## 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

- Demonstrate the ability to critique empirically based research articles
- Critique the major theoretical models in health psychology
- Summarise and compare different public health approaches to minimising population-based ill-health

- Understand basic ideas behind health interventions to prevent disease and/or promote wellbeing
- Review the psychosocial impact of various medical conditions on an individual's wellbeing
- Compare and contrast different approaches to managing health-related conditions in chronic disease and stress

## **Assessment tasks**

- Class Participation
- Essay
- Exam

## **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**

- Demonstrate the ability to critique empirically based research articles
- Critique the major theoretical models in health psychology
- Summarise and compare different public health approaches to minimising population-based ill-health
- Review the psychosocial impact of various medical conditions on an individual's wellbeing
- Compare and contrast different approaches to managing health-related conditions in chronic disease and stress

## **Assessment tasks**

- Class Participation
- Essay
- Exam

## **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**

- Demonstrate the ability to critique empirically based research articles
- Critique the major theoretical models in health psychology
- Summarise and compare different public health approaches to minimising population-based ill-health
- Compare and contrast different approaches to managing health-related conditions in chronic disease and stress

## **Assessment tasks**

- Class Participation
- Essay
- Exam

## **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**

- Demonstrate the ability to critique empirically based research articles
- Critique the major theoretical models in health psychology
- Summarise and compare different public health approaches to minimising population-based ill-health

## **Assessment tasks**

- Class Participation
- Essay
- Exam

## **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**

- Critique the major theoretical models in health psychology
- Summarise and compare different public health approaches to minimising population-based ill-health

### **Assessment tasks**

- Class Participation
- Essay
- Exam

## **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**

- Critique the major theoretical models in health psychology
- Summarise and compare different public health approaches to minimising population-based ill-health

### **Assessment tasks**

- Class Participation
- Essay
- Exam