



# PSY 224

## Psychology, Health and Wellbeing

S1 Day 2019

*Department of Psychology*

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## General Information

Unit convenor and teaching staff

Unit Convenor and lecturer

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By appointment (please email)

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Tutor

Mrs Sinead Day

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Christopher Kilby

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Credit points

3

Prerequisites

PSYC104 or PSYC105 or BIOL108 or BIOL122 or ANTH151

Corequisites

Co-badged status

### Unit description

Our health status is a reflection of a fascinating mix of physiological factors with our psychological and social environments. The overall objective of this unit is to provide a critical overview of both the psychological and social aspects of human health and well-being. In the first part of this unit we provide some foundations or building blocks for understanding the role of psychology in the health context by reviewing the most important approaches to health psychology as well as approaches to prevention of disease. We then explore a variety of psychosocial factors and specific mechanisms that have been found to impact our health status, both from the individual perspective and the wider environment and cultural context. Please note that lectures are online for this unit.

## 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:

Delineate between the biological/medical approaches to health and the biopsychosocial approaches.

Explain the type of empirical research that underpins our understanding of health status as well as commonly used research modalities and research challenges in health settings

Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.

Identify the function and interrelation of the body's systems in determining health status, with an in depth examination of pain processes

Explain the role of cognitive, affective, cultural and demographic factors as determinants of health status.

Describe aspects of health communications that are determinants of health status

Explain stress and coping in relation to chronic illness

Identify common approaches to modifying health beliefs and behaviours, and enhancing coping in the illness context through intervention.

Describe the overarching role of culture as a determinant of health and health-related behaviours

Describe the key positive psychology approaches that contribute to wellbeing

## General Assessment Information

This unit does not publish previous end-of-semester exam papers due to the assessment format which involves multiple choice questions drawn from a bank of questions which have undergone a process of development and validation to assess a wide range of concepts in this unit. Assessment quality can only be ensured by maintaining the integrity of the question bank rather than creating entirely new questions every year. **However a practice exam will be provided via iLearn near the end of semester.**

You may also refer to the peerwise website [https://peerwise.cs.auckland.ac.nz/at/?mq\\_au](https://peerwise.cs.auckland.ac.nz/at/?mq_au) at which students can write their own MC questions and practice on the questions written by others to facilitate preparation for tests.

## 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://students.mq.edu.au/study/my-study-program/appeals>**

## Extensions on Assessment Due Dates:

- Requests for extensions for assignments in PSY224 are granted by the Faculty of Human Sciences Student Centre (via [ask.mq.edu.au](https://ask.mq.edu.au)). A decision will be made by the staff in the Student Centre. PSY224 staff will not be notified that you have applied for an extension, nor will we be told if an extension is approved or denied. PSY224 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://ask.mq.edu.au)) 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:

- You are expected to present yourself for examination at the time and place designated in the University Examination Timetable (available at [timetables.mq.edu.au/exam](https://timetables.mq.edu.au/exam)). The timetable will be available in draft form approximately eight weeks before the commencement of the exam period and in final form approximately four weeks before the commencement of the exam period.
- 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](http://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="#">Essay</a>	40%	No	Week 7, Fri 12th April, 5PM
<a href="#">Assessed Online Quizzes</a>	20%	No	Weeks 2, 4, 6, and 8
<a href="#">Final exam</a>	40%	No	Final exam period

## Essay

Due: **Week 7, Fri 12th April, 5PM**

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
- 1500 words maximum (not including title page 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
- 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:

- Explain the type of empirical research that underpins our understanding of health status as well as commonly used research modalities and research challenges in health settings
- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
- Explain the role of cognitive, affective, cultural and demographic factors as determinants of health status.
- Identify common approaches to modifying health beliefs and behaviours, and enhancing coping in the illness context through intervention.

## Assessed Online Quizzes

Due: **Weeks 2, 4, 6, and 8**

Weighting: **20%**

**Description:** 4 compulsory quizzes that contribute towards your grade. Questions are primarily framed in an applied sense.

**Format:** Online multiple choice quizzes (10 questions, each).

**Attempts:** You can only attempt these quizzes once.

**Weighting:** Each quiz is worth 5%, totalling to 20% of your final grade.

**Due Date:**

**Week Quiz Opens Quiz Closes 2**

Fri 8th Mar

6AM

Sat 9th Mar

6AM

4

Fri 22nd Mar

6AM

Sat 23rd Mar

6AM

6

Fri 5th Apr

6AM

Sat 6th Apr

6AM

8

Fri 3rd May

6AM

Sat 4th May

6AM

On successful completion you will be able to:

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- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
- Identify the function and interrelation of the body's systems in determining health status, with an in depth examination of pain processes
- Explain the role of cognitive, affective, cultural and demographic factors as determinants of health status.
- Describe aspects of health communications that are determinants of health status
- Explain stress and coping in relation to chronic illness
- Identify common approaches to modifying health beliefs and behaviours, and enhancing coping in the illness context through intervention.
- Describe the overarching role of culture as a determinant of health and health-related behaviours
- Describe the key positive psychology approaches that contribute to wellbeing

## Final exam

Due: **Final exam period**

Weighting: **40%**

**Description:** 1.5 hour closed book multiple choice exam held in the formal final exam period. The exam will cover lecture and tutorial content from weeks 1 to 13.

**Format:** Paper-based multiple choice quiz (100 questions).

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

**Guidelines:**

- Please bring at least two 2B pencils (backup pencils are important in exams) as the answers will be completed on a computer-readable sheet.
- You are expected to present yourself for examination at the time and place designated in the University Examination Timetable (available at [timetables.mq.edu.au/exam](http://timetables.mq.edu.au/exam)). The timetable will be available in draft form approximately eight weeks before the commencement of the exam period and in final form approximately four weeks before the commencement of the exam period.

**Weighting:** 40% of your final grade

**Due Date:** The university exam period is from the 11th of June to the 28th of June

On successful completion you will be able to:

- Delineate between the biological/medical approaches to health and the biopsychosocial approaches.
- Explain the type of empirical research that underpins our understanding of health status as well as commonly used research modalities and research challenges in health settings
- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
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## Delivery and Resources

### Learning and Teaching Strategy

- PSY 224 is taught through a combination of online lectures and smaller, class-based tutorials.
- It is **expected that students complete the lectures in a timely fashion so that you have the necessary information for each tutorial**. Note that some lecture material includes activities that are required to be complete prior to tutorials. Attendance at tutorials is a requirement of this unit. Important information regarding assessment tasks will be provided in these classes as well as feedback on your progress with these tasks.
- For each lecture there is a set reading, usually from the textbook, as well as supplementary readings for more detailed information about specific aspects of this unit. See each section of the iLearn lectures for a listing of the set readings and recommended additional readings for each lecture.
- In tutorials it is expected that all students contribute to discussions in a constructive manner. The more that you participate in classes, the more you will derive benefits.
- For each tutorial topic there may be separate readings, and in other tutorials these will be the same as the lecture readings. It is expected that all students read at least one of the set readings for each tutorial topic.
- It is helpful if you keep up to date with current affairs in Australia during the semester, particularly as it relates to health issues.

### Optional Test-Your-Knowledge Quizzes

**Description:** For most weeks there will be an optional test-your-knowledge quiz at the end of the lecture content. These quizzes do not contribute towards your grade, but do help to test your own knowledge

**Format:** Online quiz with mixed question styles

**Attempts:** Unlimited attempts

**Weighting:** 0% of final grade

**Due Date:** Available as soon as the associated lecture is available. Quizzes will then remain open until the end of the session.

## 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

### Lectures and Tutorial Times

#### Lecture

For PSY224 the lectures are provided online. They are given each week during semester and are accessed through iLearn.

Length of online lectures: Approximately 2 hours

Venue: iLearn

#### Tutorial

Number of tutorials: One tutorial per week commencing Week 2

Length of tutorials: 1 hour

Room	Time	Tutor
29 Wally's Walk (X5B) 012	1PM to 2PM	Chris Kilby
29 Wally's Walk (X5B) 012	2PM to 3PM	Chris Kilby
29 Wally's Walk (X5B) 012	3PM to 4PM	Chris Kilby
29 Wally's Walk (X5B) 012	4PM to 5PM	Sinead Day
29 Wally's Walk (X5B) 012	5PM to 6PM	Sinead Day
29 Wally's Walk (X5B) 012	6PM to 7PM	Sinead Day

## Weekly Topics

Week	Commencing	Topic	Lecturer	Tutorial	Assessment
1	25th February	Introduction: Development of Health Psychology and Research Methods	Kerry Sherman	No tutorial	
2	4th March	Models of Health Behaviour	Kerry Sherman	Introduction	Assessed Online Quiz 1

3	11th March	Representations of Health in the Media	Kerry Sherman	Health-related Advertisements	
4	18th March	Keeping the Healthy, Healthy - Prevention and Health Promotion	Kerry Sherman	Health-related Media Communications	Assessed Online Quiz 2
5	25th March	Health Enhancing Behaviours	Jessica Alcorso/ Kerry Sherman	Writing Essays in Psychology	
6	1st April	Culture, Health, and Indigenous Issues	Kerry Sherman	Health Promotion (Smoking)	Assessed Online Quiz 3
7	8th April	Psycho-Oncology	Kerry Sherman	Indigenous Health	Essay
BREAK	15th April	Mid-Session Break from 15th April to the 28th of April		Mid-Session Break from 15th April to the 28th of April	
8	29th April	Stress and Coping	Sue Ferguson	Psycho-Oncology	Assessed Online Quiz 4
9	6th May	Coping with Chronic Illness	Sue Ferguson	Stress and Coping	
10	13th May	Pain	Sue Ferguson	Pain	
11	20th May	Putting it into Context - Case Study	Kerry Sherman	Review of case study	
12	27th May	Positive Psychology	Sue Ferguson	Reflecting on health psychology	
13	3rd June	Overview and Future Perspectives (Optional)	Kerry Sherman		

## 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

- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
- Explain the role of cognitive, affective, cultural and demographic factors as determinants of health status.
- Identify common approaches to modifying health beliefs and behaviours, and enhancing coping in the illness context through intervention.

#### Assessment tasks

- Essay
- Assessed Online Quizzes

### 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

- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
- Explain the role of cognitive, affective, cultural and demographic factors as determinants of health status.
- Identify common approaches to modifying health beliefs and behaviours, and enhancing coping in the illness context through intervention.



## Assessment tasks

- Assessed Online Quizzes
- Final 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

- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
- Explain the role of cognitive, affective, cultural and demographic factors as determinants of health status.

## Assessment tasks

- Essay
- Assessed Online Quizzes
- Final 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

- Delineate between the biological/medical approaches to health and the biopsychosocial approaches.
- Explain the type of empirical research that underpins our understanding of health status as well as commonly used research modalities and research challenges in health settings

- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
- Identify the function and interrelation of the body's systems in determining health status, with an in depth examination of pain processes
- Explain the role of cognitive, affective, cultural and demographic factors as determinants of health status.
- Describe aspects of health communications that are determinants of health status
- Explain stress and coping in relation to chronic illness
- Identify common approaches to modifying health beliefs and behaviours, and enhancing coping in the illness context through intervention.
- Describe the overarching role of culture as a determinant of health and health-related behaviours
- Describe the key positive psychology approaches that contribute to wellbeing

## **Assessment tasks**

- Essay
- Assessed Online Quizzes
- Final 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**

- Delineate between the biological/medical approaches to health and the biopsychosocial approaches.
- Explain the type of empirical research that underpins our understanding of health status as well as commonly used research modalities and research challenges in health settings
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## **Assessment tasks**

- Essay
- Assessed Online Quizzes
- Final 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**

- Delineate between the biological/medical approaches to health and the biopsychosocial approaches.
- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
- Explain the role of cognitive, affective, cultural and demographic factors as determinants of health status.
- Identify common approaches to modifying health beliefs and behaviours, and enhancing coping in the illness context through intervention.

## **Assessment tasks**

- Essay
- Assessed Online Quizzes
- Final 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

- Explain the type of empirical research that underpins our understanding of health status as well as commonly used research modalities and research challenges in health settings
- Describe aspects of health communications that are determinants of health status
- Explain stress and coping in relation to chronic illness
- Identify common approaches to modifying health beliefs and behaviours, and enhancing coping in the illness context through intervention.
- Describe the overarching role of culture as a determinant of health and health-related behaviours

### Assessment tasks

- Essay
- Assessed Online Quizzes

## 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

- Delineate between the biological/medical approaches to health and the biopsychosocial approaches.
- Describe the overarching role of culture as a determinant of health and health-related behaviours

## Assessment task

- Assessed Online Quizzes

## 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:

## Assessment task

- Assessed Online Quizzes

## Changes from Previous Offering

The assessments for this unit have changed since the previous offering.

## Changes since First Published

Date	Description
20/02/2019	Change of schedule of tutorial classes