



PSYC766

Advanced Issues in Health Psychology

S2 Day 2019

Department of Psychology

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General Information

Unit convenor and teaching staff

Convenor

Kerry Sherman

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Contact via 98506874

4FW 724

By appointment

Co-Convenor

Christopher Kilby

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

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

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

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

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 PSYC766 are granted by the Faculty of Human Sciences Student Centre (via ask.mq.edu.au). A decision will be made by the staff in the Student Centre. PSYC766 staff will not be notified that you have applied for an extension, nor will we be told if an extension is approved or denied. PSYC766 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) 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)
- 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://students.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
Class Participation	10%	No	Week 12
Essay	40%	No	5PM 13th Sep 2019
Exam	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
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- Compare and contrast different approaches to managing health-related conditions in chronic disease and stress

Essay

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

Weighting: **40%**

Description: 2000 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
- 2000 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:

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Delivery and Resources

Learning and Teaching Strategy

- PSYC766 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 or if you are a Global MBA student contact 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) 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

If you are a Global MBA student contact 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/.

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

- 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

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

- 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

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

- 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

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 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

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 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

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

- 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