



# PSYU2224

## Psychology, Health and Wellbeing

Session 1, In person-scheduled-weekday, North Ryde 2022

*School of Psychological Sciences*

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	5
<a href="#"><u>Delivery and Resources</u></a>	7
<a href="#"><u>Unit Schedule</u></a>	8
<a href="#"><u>Policies and Procedures</u></a>	9
<a href="#"><u>Changes from Previous Offering</u></a>	11

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff
Credit points 10
Prerequisites (PSYC104 or PSYU1104 or PSYX104 or PSYX1104 or PSYU1101 or PSYX1101) or (PSYC105 or PSYU1105 or PSYX105 or PSYX1105 or PSYU1102 or PSYX1102) or (BIOL108 or BIOL1210) or (BIOL122 or BIOL1320) or (ANTH151 or ANTH1051)
Corequisites
Co-badged status
Unit description This unit provides an introduction to the complex role that psychology plays in our overall health and wellbeing. We will explore the way in which physiological, psychological and social factors interact to determine our health. Drawing on examples from common illness types including "lifestyle diseases" such as cardiovascular disease, cancer and diabetes, we will examine the role of psychology in terms of illness and disease prevention, stress and coping, and health communications. The overall approach is to examine these factors within the context of broad populations: healthy individuals, at-risk individuals, patients, and survivors. In addition, we will explore health-related issues specific to indigenous Australians and individuals from a non-English speaking background. Through tutorial exercises and discussions, the unit ensures that students gain an appreciation of the applications of psychological principles in physical health and 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:

- ULO1:** Identify and critically evaluate the major theories and types of empirical research that attempt to explain health related behaviour.
- ULO2:** Understand and critique public health approaches to health behaviour change through different health communications.
- ULO3:** Explain the role of cognitive, affective, cultural and demographic factors as

determinants of health status.

**ULO4:** Describe the role of stress and coping in the context of physical illness.

**ULO5:** Identify common approaches to modifying health beliefs and behaviours, and enhancing coping in the illness context through intervention.

## 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 you will be able to practice answering the kinds of questions in the final exam during your assessable and non-assessable quizzes in iLearn throughout the 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.

## Penalties

Late submissions will receive a 5% per day penalty including weekends and public holidays, unless an extension has been granted through special consideration. No late submissions will be accepted more than 5 days after the submission deadline, unless special consideration has been granted. No further submissions will be accepted after the marked assignments are returned and feedback is released to students.

Word count penalty: 5% of the possible mark will be deducted per 100 words over the word limit for the assessment task. An additional 99 words beyond the limit can be written without penalty.

## 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).

## Overall Grade

Detailed university policy information can be found at: <https://students.mq.edu.au/study/my-study-program/appeals>

## Final Exams

The final exam for this unit is currently scheduled to occur on Macquarie University campus. Students are expected to make themselves available for the final exam, at the date and time set by the University, in line with the Assessment Policy and Procedure. Sitting the final exam is compulsory in order to be eligible to pass the unit. Any student who does not attempt the final exam will be granted a Fail Absent grade.

## Extensions on Assessment Due Dates

All requests for extensions will only be granted in line with the Special Consideration Policy, and must be applied for formally via [ask.mq.edu.au](http://ask.mq.edu.au). PSYU2224 staff do not have the ability to grant extensions.

- If an extension is required for medical or other extenuating circumstances, students may request this in writing (via [ask.mq.edu.au](http://ask.mq.edu.au)) with supporting documentary evidence (such as medical certificate, counsellor notes, or similar).
- 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. 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; students who experience this disruption should apply for Special Consideration via [ask.mq.edu.au](http://ask.mq.edu.au) in line with the Special Consideration Policy.
- 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.

- 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 to sit 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="#">Online quizzes</a>	20%	No	Week 2, Week 4, Week 6, Week 8
<a href="#">Essay</a>	40%	No	Week 7
<a href="#">Final Examination</a>	40%	No	University examination period

### Online quizzes

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 18 hours

Due: **Week 2, Week 4, Week 6, Week 8**

Weighting: **20%**

Four online multiple-choice quizzes testing unit content.

On successful completion you will be able to:

- Identify and critically evaluate the major theories and types of empirical research that attempt to explain health related behaviour.
- Understand and critique public health approaches to health behaviour change through different health communications.
- Explain the role of cognitive, affective, cultural and demographic factors as determinants of health status.
- Describe the role of stress and coping in the context of physical illness.

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

## Essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 44 hours

Due: **Week 7**

Weighting: **40%**

Critical analysis, 1500 words in length, of relevant health psychology related literature in the context of a specific health challenge.

On successful completion you will be able to:

- Identify and critically evaluate the major theories and types of empirical research that attempt to explain health related behaviour.
- Understand and critique public health approaches to health behaviour change through different health communications.
- 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.

## Final Examination

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **University examination period**

Weighting: **40%**

Final examination held within the University's formal exam period, in accordance with relevant requirements.

On successful completion you will be able to:

- Identify and critically evaluate the major theories and types of empirical research that attempt to explain health related behaviour.
- Understand and critique public health approaches to health behaviour change through

different health communications.

- Explain the role of cognitive, affective, cultural and demographic factors as determinants of health status.
  - Describe the role of stress and coping in the context of physical illness.
  - Identify common approaches to modifying health beliefs and behaviours, and enhancing coping in the illness context through intervention.
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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

### Learning and Teaching Strategy

- This version of the unit is “In person scheduled weekday”. Students can enroll in either an on-campus lecture (space permitting) or an online/live-streamed lecture classes. This version of the unit has on-campus tutorial classes only. Students should not attend on-campus classes if you are unwell or have any cold and flu-like symptoms. Ensure you follow the most recent University COVID-19 advice <https://www.mq.edu.au/about/corona-virus-faqs/information-for-students>
- For general information on unit versions, see this website <https://students.mq.edu.au/study/enrolling/choosing-units>
- This unit is taught through a combination of online lectures and smaller, class-based tutorials. In addition, there will be online, self-guided workbooks available on i-Learn every week, and then there will be a 'live' class facilitated by a tutor. These live tutorials start in Week 2, and will be in-person. Please see your i-Learn class space for further details.
- 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

Lecture slides, tutorial content, and quizzes are all provided online. Students are expected to submit the essay as a word-processed document also submitted online. Consequently, all students will need access to a computer and internet to complete these tasks.

## Textbook

The required textbook for this unit is: Dorrian et al. (2017). *Health Psychology in Australia*. Cambridge University Press, ISBN 9781316623954. Each week there will be a set reading from this textbook.

## Unit Schedule

### Weekly Topics

Week	Date starting	Lecture	Lecturer	Tutorial	Assessment
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One	21 Feb	Welcome Q&A & History of Health Psychology ( <i>in person</i> )	Lynlee Howard-Payne & Kerry Sherman	None	
Two	28 Feb	Models of Health Behaviour	Kerry Sherman	Introduction to the unit, assessments, and housekeeping	Assessed quiz 1
Three	7 March	Representations of Health in the Media	Kerry Sherman	Health related advertisements and communications	
Four	14 March	Keeping the Healthy, Healthy - Prevention and Health Promotion	Kerry Sherman	Health Promotion	Assessed quiz 2
Five	21 March	Research methods and evaluation in Health Psychology	Veronica (Nicky) Quinn	Essay writing for health psychology	
Six	28 March	Culture, language, and health in Aboriginal Australians.	Kerry Sherman	Indigenous health	Assessed quiz 3
Seven	4 April	Psycho-oncology	Kerry Sherman	Psycho-oncology	Essay due
Recess 11-25 April					
Eight	26 April	Stress & Coping	Lynlee Howard-Payne	Stress and coping	Assessed quiz 4
Nine	2 May	Chronic Illness	Amelia Blake	Chronic illness	
Ten	9 May	Pain	Philippe Gilchrist	Chronic pain	
Eleven	16 May	Positive Psychology	Sue Ferguson	Careers in Health Psychology	
Twelve	23 May	Putting it into context: Case study	Kerry Sherman	Case study	
Thirteen	30 May	Future perspectives in Health Psychology & Review ( <i>in person</i> )	Lynlee Howard-Payne & Kerry Sherman	None	

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Grading

Macquarie University follow standards-based assessment of student performance. All individual assessment tasks are subject to moderation, consistent with the Assessment Policy and Procedure. A student's final mark for this unit, and associated grade, must reflect their attainment of the unit learning outcomes, and isn't necessarily a simple summation of their individual assessment items.

## Student Support

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

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic

writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## 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.

## Changes from Previous Offering

Details for Lynlee Howard-Payne added.

Fortnightly tutorials replaced with weekly live tutorials for all students.

Late penalties added to reflect updated late submission cap.