Contents

General Information ........................................ 2
Learning Outcomes ....................................... 2
General Assessment Information .................. 3
Assessment Tasks .......................................... 4
Delivery and Resources ................................. 5
Policies and Procedures ................................ 6
Inclusion And Diversity ................................ 8
Professionalism ............................................. 8

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### General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
<th>Fiona Hargraves</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:fiona.hargraves@mq.edu.au">fiona.hargraves@mq.edu.au</a></td>
</tr>
<tr>
<td>Email for an appointment</td>
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<table>
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<tr>
<th>Credit points</th>
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<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>PSYU1101 &amp; ESPS1000</th>
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<th>Corequisites</th>
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<tr>
<th>Co-badged status</th>
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### Unit description

This unit introduces you to the key psychological theories underlying contemporary approaches to health behaviour change, in individuals and at the population level. In this unit you will develop skills in the design and evaluation of evidence-based health behaviour change interventions. Additionally, this unit will teach the foundational principles of motivational interviewing, an empirically-supported communication style that assists health professionals in conversing with individuals about lifestyle behaviour change. Learning activities will include interactive lectures, simulations, and observations. Through this unit you will gain essential research and communication skills to support your career in promoting health and behaviour change.

### 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](https://www.mq.edu.au/study/calendar-of-dates)

### Learning Outcomes

On successful completion of this unit, you will be able to:

- **ULO1**: Apply various theoretical models of health behaviour change to specific health issues
- **ULO2**: Critically evaluate strategies to support health behaviour change initiatives and promote exercise adherence
- **ULO3**: Outline the common barriers and facilitators of lifestyle change and disease
ULO4: Describe and demonstrate the key tasks, principles, skills and spirit of motivational interviewing

**General Assessment Information**

Grade descriptors and other information concerning grading are contained in the Macquarie University Assessment Policy.

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the Assessment Procedure (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better. You must also make a serious attempt at all assessment items.

Further details for each assessment task will be available on iLearn.

**Late Submissions**

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of ‘0’ will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

<table>
<thead>
<tr>
<th>Number of days (hours) late</th>
<th>Total Possible Marks</th>
<th>Deduction</th>
<th>Raw mark</th>
<th>Final mark</th>
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<tbody>
<tr>
<td>1 day (1-24 hours)</td>
<td>100</td>
<td>5</td>
<td>75</td>
<td>70</td>
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<tr>
<td>2 days (24-48 hours)</td>
<td>100</td>
<td>10</td>
<td>75</td>
<td>65</td>
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<td>3 days (48-72 hours)</td>
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<td>7 days (144-168 hours)</td>
<td>100</td>
<td>35</td>
<td>75</td>
<td>40</td>
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<tr>
<td>&gt;7 days (&gt;168 hours)</td>
<td>100</td>
<td>-</td>
<td>75</td>
<td>0</td>
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</table>

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.
## Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
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<tbody>
<tr>
<td>Personal Health Initiative</td>
<td>30%</td>
<td>No</td>
<td>Week 3 (Part A) and Week 7 (Part B)</td>
</tr>
<tr>
<td>Health Consultation Simulation</td>
<td>30%</td>
<td>No</td>
<td>Week 9</td>
</tr>
<tr>
<td>Open book exam</td>
<td>40%</td>
<td>No</td>
<td>Exam period</td>
</tr>
</tbody>
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### Personal Health Initiative

**Assessment Type**: Plan  
**Indicative Time on Task**: 20 hours  
**Due**: Week 3 (Part A) and Week 7 (Part B)  
**Weighting**: 30%

Part A - Design and plan a personal health initiative. Part B - Critically reflect on the personal health initiative.

On successful completion you will be able to:

- Apply various theoretical models of health behaviour change to specific health issues
- Critically evaluate strategies to support health behaviour change initiatives and promote exercise adherence
- Outline the common barriers and facilitators of lifestyle change and disease prevention for diverse populations

### Health Consultation Simulation

**Assessment Type**: Simulation/role play  
**Indicative Time on Task**: 30 hours  
**Due**: Week 9  
**Weighting**: 30%

You will participate in a consultation with a client about changing their behaviour.

On successful completion you will be able to:

- Outline the common barriers and facilitators of lifestyle change and disease prevention
for diverse populations

• Describe and demonstrate the key tasks, principles, skills and spirit of motivational interviewing

Open book exam

Assessment Type 1: Examination
Indicative Time on Task 2: 40 hours
Due: Exam period
Weighting: 40%

End of session open book exam

On successful completion you will be able to:

• Apply various theoretical models of health behaviour change to specific health issues
• Critically evaluate strategies to support health behaviour change initiatives and promote exercise adherence
• Outline the common barriers and facilitators of lifestyle change and disease prevention for diverse populations
• Describe and demonstrate the key tasks, principles, skills and spirit of motivational interviewing

1 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.

2 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

As a student enrolled in this unit, you will engage in a range of face-to-face learning activities, including on-campus lectures and tutorials. Details can be found on the iLearn site for this unit.

Recommended Readings

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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) 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 or if you are a Global MBA student contact 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.

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 Advocacy provides independent advice on MQ policies, procedures, and processes

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/
Inclusion And Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

Fitness to Practice (FTP) is the demonstration of professional competence, acceptable professional behaviour, freedom from impairment and compliance with course-specific requirements needed for a student to practice properly and safely throughout their course and to appropriately practice within a professional environment as a future Exercise Scientist.

Students undertaking the Bachelor of Exercise and Sports Science are required to demonstrate they meet requirements of the four attributes of FTP – Conduct, Performance, Health and Compliance throughout their entire program of study so that they can meet the requirements of the exercise science profession.

Students must also meet the inherent requirements to complete their degree, course, or unit and graduate. To meet the inherent requirements of the Bachelor of Exercise and Sport Science, full participation in practical classes which involve observation, manual handling, undertaking exercise for the purposes of instruction and demonstration is expected.

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.
Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.