



# PHTY2000

## Behaviour Change for Health and Exercise

Session 2, In person-scheduled-weekday, North Ryde 2022

*Department of Health Sciences*

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## General Information

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Credit points  
10

Prerequisites  
((PSYC104 or PSYU1104 or PSYU1101) and (PSYC105 or PSYU1105 or PSYU1102)) or  
Admission to BClinSc

Corequisites

Co-badged status

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>

## 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

**ULO3:** Outline the common barriers and facilitators of lifestyle change and disease prevention

**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 attempt each assessment task, demonstrate sufficient evidence of achievement of the learning outcomes, and achieve a final mark of 50 or better.

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:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60

7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

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

Name	Weighting	Hurdle	Due
<a href="#">Health Consultation Simulation</a>	40%	No	Week 9 - Friday - 11.55pm
<a href="#">Case study analysis</a>	30%	No	Week 7 - Friday - 2pm
<a href="#">Open book exam</a>	30%	No	Exam Period

### Health Consultation Simulation

Assessment Type <sup>1</sup>: Simulation/role play

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Week 9 - Friday - 11.55pm**

Weighting: **40%**

You will produce a video recorded 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
- Describe and demonstrate the key tasks, principles, skills and spirit of motivational interviewing

### Case study analysis

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Week 7 - Friday - 2pm**

Weighting: **30%**

You will apply various theoretical models of health behaviour change to real world cases,

analyse scenarios, identifying barriers and facilitators to change, and critically evaluate strategies to improve health promotion initiatives.

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
- Outline the common barriers and facilitators of lifestyle change and disease prevention
- Describe and demonstrate the key tasks, principles, skills and spirit of motivational interviewing

## Open book exam

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

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Exam Period**

Weighting: **30%**

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
- Outline the common barriers and facilitators of lifestyle change and disease prevention
- Describe and demonstrate the key tasks, principles, skills and spirit of motivational interviewing

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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

### Unit Organisation

This is a ten credit point unit run over the 13 week session. Each week there are online modules and forum activities to complete and every second week there is an in-person 2 hour tutorial. Further information is available via the PHTY2000 iLearn site <http://ilearn.mq.edu.au>.

### **Teaching and Learning Strategy**

The online modules provide foundational concepts, theories and approaches to promoting behaviour change in individuals and the wider population. Each online module includes videos, activities and formative knowledge checks to ensure an engaging learning experience. Forum activities draw from the content in the online modules and are applied tasks that will prepare you for your assessments. In-person tutorials will include group activities, case studies and problem solving scenarios. Motivational interviewing conversational skills will be developed via role-plays with peers in the tutorials.

### **Attendance**

Online modules and forum activities will be delivered asynchronously and need to be completed prior to the corresponding tutorial. In-person tutorials are scheduled in your individual timetable. The timetable for classes can be found on the University website at: <http://www.timetables.mq.edu.au/>. You may make a request to your tutor to attend a different tutorial on a one-off basis for extenuating circumstances. Please note that tutorials dates are subject to change and any changes will be communicated through iLearn. It is the responsibility of the student to contact their tutor by email to let them know they are going to be absent.

### **Textbooks & Readings**

#### **Essential**

This unit does not have any textbooks that are essential for you to purchase.

#### **Recommended**

The following texts will be useful resources and are available online in the library. Recommendations about specific readings from these and other resources (such as research papers and books) will be listed on iLearn.

- Miller, W. R., & Rollnick, S. (2012). *Motivational interviewing: Helping people change*. 3rd Edition. Guilford Press: New York, USA
- Hagger, M., Cameron, L., Hamilton, K., Hankonen, N., & Lintunen, T. (Eds.). (2020). *The Handbook of Behavior Change* (Cambridge Handbooks in Psychology). Cambridge: Cambridge University Press. doi:10.1017/9781108677318

## **Unit Schedule**

### **Online modules and forums**

Online modules and applied forum activities will be made available every week.

### **In-Person Tutorials**

Tutorials take place fortnightly, on Weeks: 2, 4, 6, 8, 10 and 12. This schedule is subject to

change. Any changes will be communicated via iLearn.

## Topics

Across the session you will engage in the following topics:

- Why behaviour change matters
- Influences, stages, and processes of change
- Goal setting and behaviour change
- Habits and behaviour change
- Self-control and behaviour change
- Motivation and behaviour change
- Beliefs and behaviour change
- Culture and behaviour change
- Synthesis of behaviour change frameworks
- Motivational Interviewing

## 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](#).

## 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

Refinement of online modules and forum activities has been undertaken following the last iteration. New topics have been added, including: goal setting and behaviour change, cultural safety in helathcare, and vaccine hesitancy.

## 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

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 the 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.