



# PSYU2224

## Psychology, Health and Wellbeing

Session 1, In person-scheduled-weekday, North Ryde 2023

*School of Psychological Sciences*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor (main contact)

Lynlee Howard-Payne

[lynlee.howard-payne@mq.edu.au](mailto:lynlee.howard-payne@mq.edu.au)

Contact via Email

AHH

Please see iLearn for details

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

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.

The final exam for this unit will take place 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.

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. No further submissions will be accepted after the marked assignments are returned and feedback is released to students. 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:

Due date	Received	Days late	Total Possible Marks	Deduction	Raw mark	Final mark
Friday 14th	Monday 17th	3	100	15	75	60

Friday 14th	Friday 21st	7	100	35	75	40
Friday 14th	Monday 24th	10	100	-	75	0

Late submission of time sensitive tasks, such as timetabled tests/exams, scheduled performance assessments/presentations, scheduled practical assessments/labs, will be addressed by the unit convenor in a Special consideration application.

## Word count penalty

5% of the total 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.

## Special Consideration

If you are unable to complete an assessment task on or by the specified date due circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may apply for special consideration in accordance with the [special consideration policy](#). Applications for special consideration must be supported by appropriate evidence and submitted via [ask.mq.edu.au](mailto:ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Online quizzes</a>	20%	No	Week 3, Week 6, Week 9, & Week 12
<a href="#">Essay</a>	40%	No	Week 7, Sunday by 11:55pm
<a href="#">Final Examination</a>	40%	No	Please see University Exam Timetable

## Online quizzes

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

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

Due: **Week 3, Week 6, Week 9, & Week 12**

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, Sunday by 11:55pm**

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: **Please see University Exam Timetable**

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

**For the “In person scheduled weekday” unit offering:** Students will enroll in the on-campus lecture (space permitting). You will engage in a range of learning activities, including weekly 2-hr lectures (where Week 1 & 13 are delivered live on-campus and where Weeks 2-12 lectures are pre-recorded and embedded into the weekly iLearn topics), weekly synchronous 1-hr tutorials (Week 2-12) on-campus, readings, and online discussion forums. The final exam for this unit will be on Macquarie University campus. Details can be found on the iLearn site for this unit. Students should not attend on-campus classes if you are unwell or have any cold and flu-like symptoms - please contact your tutor as necessary. For general information on unit versions, see this website <https://students.mq.edu.au/study/enrolling/choosing-units>

**For the “online scheduled weekday” unit offering:** Students will enroll in the on-campus lecture (space permitting) or the "online lecture". There are no synchronous, live streamed online lectures for this unit, rather you will engage in a range of learning activities, including weekly 2-hr lectures (where Week 1 & 13 are delivered live on-campus and where Weeks 2-12 lectures are pre-recorded and embedded into the weekly iLearn topics), weekly synchronous 1-hr tutorials (Week 2-12) via Zoom, readings, and online discussion forums. The final exam for this unit will be on Macquarie University campus. Details can be found on the iLearn site for this unit. For general information on unit versions, see this website <https://students.mq.edu.au/study/enrolling/choosing-units>

## Required Reading

Brannon, L., Updegraff, J.A., & Feist, J. (2022). *Health Psychology: An Introduction to Behavior and Health* (10th ed.). Cengage.

Earlier editions are suitable too.

## 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.

## Unit Schedule

Each week, iLearn topics will address the following content via the live lecture in Week 1 & 13 on Tuesday 6:00-8:00pm (these are NOT live streamed but rather captured, processed, and uploaded to Echo360 for your viewing shortly after the lecture has been completed) and via pre-recorded lectures in Week 2-12 embedded in the weekly topics. The timetable for lectures/tutorials is also available at: <http://www.timetables.mq.edu.au/>. Please engage with all the lecture content prior to your timetabled tutorial class.

## UNIT SCHEDULE

One	20 Feb	Introduction Health Psychology	None – iLearn Orientation	
Two	27 Feb	Models of Health Behaviour	Introduction to the unit, assessments, and housekeeping	
Three	6 March	Representations of Health in the Media	Health related advertisements and communications	Assessed Quiz 1
Four	13 March	Research methods for Health Psychology	APA Writing Tutorial (Essay Prep)	
Five	20 March	Stress and Coping	Stress & Coping (Essay Prep)	
Six	27 March	Positive Psychology and Health	APA Referencing Tutorial (Essay Prep)	Assessed Quiz 2
Seven	4 April	Culture, health, and Indigenous Issues	Indigenous Health	Essay Due
Recess 10-23 April 2023				

Eight	24 April	Keeping the Healthy, Healthy - Prevention and Health Promotion	Health Promotion	
Nine	1 May	Psycho-oncology	Psycho-oncology	Assessed Quiz 3
Ten	8 May	Coping with Chronic Illness	Chronic Illness	
Eleven	15 May	Pain	Pain	
Twelve	22 May	Future perspectives in Health Psychology	Putting it into context: Case study	Assessed Quiz 4
Thirteen	29 May	Putting it into context: Consolidation & Exam Review	None – Exam Review	

## 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](https://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 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/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

Dr Lynlee Howard-Payne listed as sole convenor

Assessed quiz dates amended from Week 2, 4, 6, & 8 to Week 3, 6, 9, 12

Required reading updated

Topics reordered

Included Inclusion and Diversity Tab

Included Professionalism Tab

## 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 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.