



PSY 224

Psychology, Health and Wellbeing

S1 Day 2017

Department of Psychology

Contents

General Information	2
Learning Outcomes	3
Assessment Tasks	3
Delivery and Resources	5
Unit Schedule	6
Policies and Procedures	6
Graduate Capabilities	7
Changes since First Published	12

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Convenor

Associate Professor Kerry Sherman

kerry.sherman@mq.edu.au

Contact via 98506874

C3A705

Preferably by email request

Lecturer and tutor

Sue Ferguson

sue.ferguson@mq.edu.au

Contact via 9850-6755

C3A421

Tutor

Christopher Kilby

christopher.kilby@mq.edu.au

C3A709

Credit points

3

Prerequisites

[PSYC104 and PSYC105] or [(STAT122 or STAT170(P) or STAT171 or PSY122(P)) and (PSY104 or PSYC104(P)) and (PSY105(P) or PSYC105)] or admission to GDipPsych

Corequisites

Co-badged status

Unit description

Our health status is a reflection of a fascinating mix of physiological factors with our psychological and social environments. The overall objective of this unit is to provide a critical overview of both the psychological and social aspects of human health and well-being. In the first part of this unit we provide some foundations or building blocks for understanding the role of psychology in the health context by reviewing the most important approaches to health psychology as well as approaches to prevention of disease. We then explore a variety of psychosocial factors and specific mechanisms that have been found to impact our health status, both from the individual perspective and the wider environment and cultural context. Please note that lectures are online for this unit.

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:

- Delineate between the biological/medical approaches to health and the biopsychosocial approaches.
- Explain the type of empirical research that underpins our understanding of health status as well as commonly used research modalities and research challenges in health settings.
- Identify and explain the major theories that attempt to explain health related behaviour.
- Identify the function and interrelation of the body's systems in determining health status, with an in depth examination of pain processes.
- Explain the role of cognitive and affective factors as determinants of health status.
- Describe aspects of health communications that are determinants of health status.
- Explain stress and coping in relation to chronic illness.
- Identify common approaches to modifying health beliefs and behaviors.
- Describe overarching role of culture as a determinant of health and health-related behaviours.
- Describe the key positive psychology approaches that contribute to wellbeing

Assessment Tasks

Name	Weighting	Hurdle	Due
Essay	40%	No	Week 8, Wed 3 May
Health-related advertisement	20%	No	Week 5, Wed 29 March
Final exam	40%	No	Final exam period

Essay

Due: **Week 8, Wed 3 May**

Weighting: **40%**

1500 word essay

On successful completion you will be able to:

- Delineate between the biological/medical approaches to health and the biopsychosocial approaches.
- Explain the type of empirical research that underpins our understanding of health status as well as commonly used research modalities and research challenges in health settings.
- Identify and explain the major theories that attempt to explain health related behaviour.
- Explain the role of cognitive and affective factors as determinants of health status.
- Identify common approaches to modifying health beliefs and behaviors.

Health-related advertisement

Due: **Week 5, Wed 29 March**

Weighting: **20%**

500 words

Details will be provided in Tutorial 1

On successful completion you will be able to:

- Explain the type of empirical research that underpins our understanding of health status as well as commonly used research modalities and research challenges in health settings.
- Explain the role of cognitive and affective factors as determinants of health status.
- Describe aspects of health communications that are determinants of health status.
- Identify common approaches to modifying health beliefs and behaviors.
- Describe overarching role of culture as a determinant of health and health-related behaviours.

Final exam

Due: **Final exam period**

Weighting: **40%**

Multiple choice exam

On successful completion you will be able to:

- Delineate between the biological/medical approaches to health and the biopsychosocial approaches.
- Explain the type of empirical research that underpins our understanding of health status

as well as commonly used research modalities and research challenges in health settings.

- Identify and explain the major theories that attempt to explain health related behaviour.
- Identify the function and interrelation of the body's systems in determining health status, with an in depth examination of pain processes.
- Explain the role of cognitive and affective factors as determinants of health status.
- Describe aspects of health communications that are determinants of health status.
- Explain stress and coping in relation to chronic illness.
- Identify common approaches to modifying health beliefs and behaviors.
- Describe overarching role of culture as a determinant of health and health-related behaviours.
- Describe the key positive psychology approaches that contribute to wellbeing

Delivery and Resources

Technology

Students are expected to submit the health-advertisement and essay as word-processed documents. These are submitted online. Consequently, all students will need access to a computer to complete these tasks.

Lecture and Tutorial times

Lecture

For PSY224 the lectures are provided online. They are given each week during semester and are accessed through iLearn.

Length of online lectures: Approximately 2 hours

Venue: iLearn

Tutorial

Number of tutorials: One tutorial per week commencing Week 2

Length of tutorials: 1 hour

Venue: Monday 10-11am C5A401; Monday 11-12 noon C5A401; Tuesday 2-3pm C5A401; Tuesday 4-5pm X5B132

Information

iLearn

Students can access the Psy224 website through iLearn.mq.edu.au

Changes since the last offering of this unit.

The assessments for this unit have changed since the previous offering.

Other Material

Required and Recommended Texts and/or Materials

The prescribed text for this unit is available from the Co-Op Bookshop:

Morrison, V., Bennett, P., Butow, P., Mullan, B., & White, K. (2012). *Introduction to Health Psychology in Australia*. 2 Ed Frenchs Forest, NSW: Pearson.

Unit Schedule

Lectures - online lectures (approximately equivalent to 2 hours per week live lectures)

Tutorials - 1 hour per week, commencing in Week 2

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student_conduct/

Results

Results shown in *iLearn*, 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](#).

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](#)

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

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Identify and explain the major theories that attempt to explain health related behaviour.
- Explain the role of cognitive and affective factors as determinants of health status.
- Describe aspects of health communications that are determinants of health status.
- Identify common approaches to modifying health beliefs and behaviors.
- Describe overarching role of culture as a determinant of health and health-related behaviours.

Assessment tasks

- Essay
- Health-related advertisement

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Explain the type of empirical research that underpins our understanding of health status as well as commonly used research modalities and research challenges in health settings.
- Identify and explain the major theories that attempt to explain health related behaviour.
- Explain the role of cognitive and affective factors as determinants of health status.
- Describe aspects of health communications that are determinants of health status.
- Explain stress and coping in relation to chronic illness.
- Identify common approaches to modifying health beliefs and behaviors.

Assessment tasks

- Health-related advertisement
- Final exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships

with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Explain the type of empirical research that underpins our understanding of health status as well as commonly used research modalities and research challenges in health settings.
- Identify and explain the major theories that attempt to explain health related behaviour.
- Explain the role of cognitive and affective factors as determinants of health status.
- Describe aspects of health communications that are determinants of health status.
- Explain stress and coping in relation to chronic illness.

Assessment tasks

- Essay
- Health-related advertisement
- Final exam

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Delineate between the biological/medical approaches to health and the biopsychosocial approaches.
- Identify and explain the major theories that attempt to explain health related behaviour.
- Identify the function and interrelation of the body's systems in determining health status, with an in depth examination of pain processes.
- Explain the role of cognitive and affective factors as determinants of health status.
- Describe aspects of health communications that are determinants of health status.
- Explain stress and coping in relation to chronic illness.
- Identify common approaches to modifying health beliefs and behaviors.
- Describe overarching role of culture as a determinant of health and health-related

behaviours.

- Describe the key positive psychology approaches that contribute to wellbeing

Assessment tasks

- Essay
- Health-related advertisement
- Final exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Delineate between the biological/medical approaches to health and the biopsychosocial approaches.
- Explain the type of empirical research that underpins our understanding of health status as well as commonly used research modalities and research challenges in health settings.
- Identify and explain the major theories that attempt to explain health related behaviour.
- Explain the role of cognitive and affective factors as determinants of health status.
- Describe aspects of health communications that are determinants of health status.
- Explain stress and coping in relation to chronic illness.
- Identify common approaches to modifying health beliefs and behaviors.
- Describe overarching role of culture as a determinant of health and health-related behaviours.
- Describe the key positive psychology approaches that contribute to wellbeing

Assessment tasks

- Essay
- Health-related advertisement
- Final exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and

they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Delineate between the biological/medical approaches to health and the biopsychosocial approaches.
- Explain the type of empirical research that underpins our understanding of health status as well as commonly used research modalities and research challenges in health settings.
- Identify and explain the major theories that attempt to explain health related behaviour.
- Explain the role of cognitive and affective factors as determinants of health status.
- Describe aspects of health communications that are determinants of health status.
- Explain stress and coping in relation to chronic illness.
- Identify common approaches to modifying health beliefs and behaviors.
- Describe overarching role of culture as a determinant of health and health-related behaviours.

Assessment tasks

- Essay
- Health-related advertisement
- Final exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Describe aspects of health communications that are determinants of health status.
- Identify common approaches to modifying health beliefs and behaviors.

Assessment tasks

- Essay
- Health-related advertisement

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Delineate between the biological/medical approaches to health and the biopsychosocial approaches.
- Describe aspects of health communications that are determinants of health status.
- Describe overarching role of culture as a determinant of health and health-related behaviours.

Assessment task

- Health-related advertisement

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Describe aspects of health communications that are determinants of health status.
- Explain stress and coping in relation to chronic illness.
- Describe overarching role of culture as a determinant of health and health-related behaviours.

Assessment task

- Health-related advertisement

Changes since First Published

Date	Description
19/02/2017	I have changed the dates of the Essay and health advert assignments

