



PSY 224

Psychology, Health and Wellbeing

S1 Day 2018

Department of Psychology

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General Information

Unit convenor and teaching staff

Unit Convenor and lecturer

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Contact via 9850 6874

C3A 724

Preferably by email request

Lecturer and tutor

Dr Sue Ferguson

sue.ferguson@mq.edu.au

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C3A421

Tutor

Mr Christopher Kilby

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C3A 709

Credit points

3

Prerequisites

PSYC104 or PSYC105 or BIOL108 or BIOL122 or ANTH151

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.

Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.

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.

Describe the key positive psychology approaches that contribute to wellbeing

Assessment Tasks

Name	Weighting	Hurdle	Due
Essay	40%	No	Week 8, Wed 2 May
Health-related advertisement	20%	No	Week 5, Wed 28 March
Final exam	40%	No	Final exam period

Essay

Due: **Week 8, Wed 2 May**

Weighting: **40%**

1500 word essay

On successful completion you will be able to:

- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
- 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.

Health-related advertisement

Due: **Week 5, Wed 28 March**

Weighting: **20%**

500 words

Details will be provided in Tutorial 1

On successful completion you will be able to:

- Explain the role of cognitive, affective, cultural and demographic factors as determinants of health status.

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.
- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
- 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.
- 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](https://staff.mq.edu.au/policy-central) (<https://staff.mq.edu.au/policy-central>)

mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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 and types of empirical research that attempt to explain health related behaviour.
- 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.

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

- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
- 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.

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

- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
- Explain the role of cognitive, affective, cultural and demographic factors as determinants of health status.

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 and types of empirical research that attempt to explain health related behaviour.
- 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.
- 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.
- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
- Explain the role of cognitive, affective, cultural and demographic factors as determinants of health status.
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- 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.
- Identify and explain the major theories and types of empirical research that attempt to explain health related behaviour.
- 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.

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 outcome

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

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 outcome

- Delineate between the biological/medical approaches to health and the biopsychosocial approaches.

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:

Assessment task

- Health-related advertisement

Changes since First Published

Date	Description
11/02/2018	Sorry, I didn't change anything. It wouldn't let me out.