



## UNSW Course Outline

# PSYC3331 Health Psychology - 2024

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## General Course Information

**Course Code :** PSYC3331

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** Faculty of Science

**Academic Unit :** School of Psychology

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course will introduce students to some of the major theoretical and empirical work in Health Psychology. Its primary focus will be on the promotion and maintenance of health-related behaviour and the prevention of illness. The course will begin with a brief overview of the history

of the field of health psychology, as well as basic models of health behaviour. The course will then cover health promotion strategies and methods (for example, improving diet-related behaviour and attitudes, initiating and maintaining exercise programs), as well as living with and managing symptoms and illness. The course content will be delivered through a combination of face-to-face lectures, tutorials, and online activities.

## Course Aims

The aim of this course is to provide students with a better understanding some of the primary influences on the emergence of health psychology, knowledge relating to some of the core topics in the area of health psychology and, in particular, further your understanding of the scientific relationships between behavioural principles and physical wellbeing. The course also aims to provide students with the knowledge that will enable them to critically evaluate the usefulness of psychological theory and research findings for understanding illness and enhancing health.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain the primary objectives of Health Psychology.
CLO2 : Identify and describe the content, principles and methods of past and contemporary health psychology research, and possible influences of past theory and research.
CLO3 : Discuss the role of environmental, psychosocial, and sociocultural factors in contributing to physical illness or its prevention.
CLO4 : Discuss strengths and limitations of various intervention techniques (at the individual, group, or community level) that could reduce disease risk by alternative health beliefs, attitudes or behaviours.
CLO5 : Communicate effectively and inclusively in verbal and written formats.

Course Learning Outcomes	Assessment Item
CLO1 : Explain the primary objectives of Health Psychology.	<ul style="list-style-type: none"><li>• Major project</li><li>• Mid-term test</li><li>• Final exam</li></ul>
CLO2 : Identify and describe the content, principles and methods of past and contemporary health psychology research, and possible influences of past theory and research.	<ul style="list-style-type: none"><li>• Major project</li><li>• Mid-term test</li><li>• Final exam</li></ul>
CLO3 : Discuss the role of environmental, psychosocial, and sociocultural factors in contributing to physical illness or its prevention.	<ul style="list-style-type: none"><li>• Major project</li><li>• Mid-term test</li><li>• Final exam</li></ul>
CLO4 : Discuss strengths and limitations of various intervention techniques (at the individual, group, or community level) that could reduce disease risk by alternative health beliefs, attitudes or behaviours.	<ul style="list-style-type: none"><li>• Major project</li><li>• Mid-term test</li><li>• Final exam</li></ul>
CLO5 : Communicate effectively and inclusively in verbal and written formats.	<ul style="list-style-type: none"><li>• Major project</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Additional Course Information

**Psychology Student Guide:** The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements

- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Equitable Learning Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Major project Assessment Format: Individual Short Extension: Yes (2 days)	35%	Start Date: Projects commence in Week 1 Due Date: Presentations in Week 8, papers due in Week 10
Mid-term test Assessment Format: Individual	25%	Start Date: Week 5, in scheduled lecture Due Date: Week 5, in scheduled lecture
Final exam Assessment Format: Individual	40%	Start Date: Exam period Due Date: Exam period

## Assessment Details

### Major project

#### Assessment Overview

You will take part in a “learning in action” project. This project will give you the opportunity to apply some of the concepts learned in class and, at the same time, think about how health psychology can make a difference to the health and well-being of people in the community. You will work in groups to design the project starting in week 1 tutorials. In week 3, you and your group will “pitch” your project idea in tutorial and will receive feedback from your tutor and your peers. In the second half of the term, you and your group will give a 10-minute presentation of your project to the class in tutorial (10%). You will receive feedback on your presentation from teaching staff and your peers. You will also (individually) write a report on the project (25%). Your report should not exceed 2,000 words, and must be submitted electronically in week 10. You will receive written feedback on your report from your tutor within 10 working days of submission.

#### Course Learning Outcomes

- CLO1 : Explain the primary objectives of Health Psychology.
- CLO2 : Identify and describe the content, principles and methods of past and contemporary

- health psychology research, and possible influences of past theory and research.
- CLO3 : Discuss the role of environmental, psychosocial, and sociocultural factors in contributing to physical illness or its prevention.
  - CLO4 : Discuss strengths and limitations of various intervention techniques (at the individual, group, or community level) that could reduce disease risk by alternative health beliefs, attitudes or behaviours.
  - CLO5 : Communicate effectively and inclusively in verbal and written formats.

#### **Assessment Length**

Presentations are 10 minutes; papers are no more than 2,000 words.

#### **Assessment information**

Note: Short extensions apply to the written report only. There are no short extensions for the group presentation.

#### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

#### **Generative AI Permission Level**

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

GenAI may be used to brainstorm and refine ideas for your learning in action project, you can ask it to generate an outline for your written report or give you ideas about what you might want to write about, or you can use it to explain concepts or suggest sources that might be useful in your project. You should always verify the accuracy of any information obtained from genAI. You should not copy and paste any of the content that genAI gives you into your document that you

are using to prepare your assignment.

## Mid-term test

### Assessment Overview

In week 5, a 50 minute test will be given to gauge your understanding and application of concepts covered in the course to that point. This test will cover all lecture material from weeks 1-4, all relevant readings, and tutorials through week 4. The test will consist of multiple choice and short answer questions. Marks will be released within 10 working days. Feedback is available through inquiry with the course convenor.

### Course Learning Outcomes

- CLO1 : Explain the primary objectives of Health Psychology.
- CLO2 : Identify and describe the content, principles and methods of past and contemporary health psychology research, and possible influences of past theory and research.
- CLO3 : Discuss the role of environmental, psychosocial, and sociocultural factors in contributing to physical illness or its prevention.
- CLO4 : Discuss strengths and limitations of various intervention techniques (at the individual, group, or community level) that could reduce disease risk by alternative health beliefs, attitudes or behaviours.

### Assessment Length

50 minutes

### Assignment submission Turnitin type

Not Applicable

### Generative AI Permission Level

#### No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

## Final exam

### Assessment Overview

There will be a 2-hour examination held during the University examination period in order to gauge your understanding and application of concepts covered throughout the course. You should not organise travel during this period until the final examination schedule has been

released and the date of the exam is known. The examination will include both multiple choice and short answer questions. Feedback is available through inquiry with the course convenor.

### Course Learning Outcomes

- CLO1 : Explain the primary objectives of Health Psychology.
- CLO2 : Identify and describe the content, principles and methods of past and contemporary health psychology research, and possible influences of past theory and research.
- CLO3 : Discuss the role of environmental, psychosocial, and sociocultural factors in contributing to physical illness or its prevention.
- CLO4 : Discuss strengths and limitations of various intervention techniques (at the individual, group, or community level) that could reduce disease risk by alternative health beliefs, attitudes or behaviours.

### Assessment Length

2 hours

### Assignment submission Turnitin type

Not Applicable

### Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

## **General Assessment Information**

**Special Consideration:** Students who experience circumstances outside of their control that prevent them from completing an assessment task by the assigned due date due can apply for Special Consideration. Special Consideration applications should include a medical certificate or other documentation and be submitted via myUNSW within 3 days of the sitting/due date.

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Once your application has been assessed, you will be contacted via your student email address and advised of the official outcome. If the special consideration application is approved, you may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>.

**Alternative assessments:** will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure and Psychology Student Guide.

**Supplementary examinations:** will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy and Psychology Student Guide.

All course assessments have been designed and implemented in accordance with [UNSW Assessment Policy](#).

The APA (7<sup>th</sup> edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately.

#### Grading Basis

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Online Activity	Course overview video
	Lecture	Models of health behaviour
	Tutorial	Self-change activity + project work
	Reading	Recommend looking at Textbook chapters 1-2, 4
Week 2 : 16 September - 22 September	Lecture	Stress, illness, and coping
	Tutorial	Stress and coping activity + project work
	Reading	Recommend looking at Textbook chapters 5-6
Week 3 : 23 September - 29 September	Lecture	Obesity: Causes and consequences
	Tutorial	Obesity activity + project work
	Reading	Recommend looking at Textbook chapter 14
Week 4 : 30 September - 6 October	Lecture	Nutrition, eating, and exercise
	Tutorial	Project pitch + peer feedback
	Reading	Recommend looking at Textbook chapter 15
Week 5 : 7 October - 13 October	Assessment	Mid-session test (in class, during the first half of the lecture)
	Online Activity	Sleep lecture
	Online Activity	Risky behaviours lecture
	Reading	Recommend looking at Textbook chapters 12-13
Week 6 : 14 October - 20 October	Other	FLEX WEEK - No lectures or tutorials
Week 7 : 21 October - 27 October	Lecture	Persistent somatic symptoms
	Tutorial	Project work
	Reading	Recommend looking at Textbook chapters 9-11
Week 8 : 28 October - 3 November	Lecture	Placebo and nocebo effects
	Tutorial	Project presentations
	Reading	Recommend looking at Textbook chapters 9-11
Week 9 : 4 November - 10 November	Lecture	Healthcare utilisation
	Reading	Recommend looking at Textbook chapters 2-3
Week 10 : 11 November - 17 November	Lecture	Public health
	Reading	Recommend looking at Textbook chapter 16

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

Each week this course typically consists of 2 hours of lecture material, 2 hours of face-to-face tutorials, and up to 1 hour of online modules. Students are expected to take an additional 5 hours each week of self-determined study to complete assessments, readings, and exam preparation.

# Course Resources

## Recommended Resources

Brannon, L., Updegraff, J.A., & Feist, J. *Health Psychology: An Introduction to Behavior and Health* (10th edition). Cengage Learning. Available at the UNSW bookshop and in electronic format.

Print:

<https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9780357375006>

Digital:

<https://unswbookshop.vitalsource.com/products/-v9781337515757>

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Kate Faasse				By appointment	Yes	Yes
	Lenny Vartanian				By appointment	No	No
Lecturer	Susanne Schweizer				By appointment	No	No
Tutor	Kate Nicholls				By appointment	No	No
	Kiarne Humphreys				By appointment	No	No
	Angelique Roth				By appointment	No	No
	Maya Hibri				By appointment	No	No

## Other Useful Information

### Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW

community.

- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

## Academic Honesty and Plagiarism

**Referencing** is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage. At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity, plagiarism and the use of AI in assessments can be located at:

- The [Current Students site](#),
- The [ELISE training site](#), and
- The [Use of AI for assessments](#) site.

The Student Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>

## Submission of Assessment Tasks

### Penalty for Late Submissions

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

**Any variations to the above will be explicitly stated in the Course Outline for a given course or assessment task.**

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

### **Special Consideration**

If circumstances prevent you from attending/completing an assessment task, you must officially apply for special consideration, usually within 3 days of the sitting date/due date. You can apply by logging onto myUNSW and following the link in the My Student Profile Tab. Medical documentation or other documentation explaining your absence must be submitted with your application. Once your application has been assessed, you will be contacted via your student email address to be advised of the official outcome and any actions that need to be taken from there. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

### **Faculty-specific Information**

#### **Additional support for students**

- [The Current Students Gateway](#)
- [Student Support](#)
- [Academic Skills and Support](#)
- [Student Wellbeing, Health and Safety](#)
- [Equitable Learning Services](#)
- [UNSW IT Service Centre](#)
- Science EDI Student [Initiatives](#), [Offerings](#) and [Guidelines](#)