



## UNSW Course Outline

# HLTH2000 Driving Behaviour Change 1 - 2024

Published on the 12 Jun 2024

## General Course Information

**Course Code :** HLTH2000

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2

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

**Faculty :** Faculty of Medicine and Health

**Academic Unit :** School of Health Sciences

**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

In this course, you will be introduced to key theories and techniques used to help individuals adopt and adhere to health behaviours. You will develop important communication skills and apply these concepts to deliver person-centred behaviour change support to diverse populations.

# Course Aims

The course aims to develop a working knowledge of health psychology and analyse factors that influence an individual's decisions and health behaviours including diet, physical activity and medication management. You will develop your communication skills with individuals, carers, and other healthcare professionals, such as motivational interviewing, active listening, counselling and health education.

## Relationship to Other Courses

Assistance with progression checking:

If you are unsure how this course fits within your program, you can seek guidance on optimising your program structure from staff at the [Nucleus Student Hub](#).

Progression plans for UNSW Medicine and Health programs can be found on the [UNSW Medicine & Health website](#).

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Provide empathetic and respectful care tailored to individual needs and circumstances, including gender, culture, beliefs, socio-economic status and personal preferences
CLO2 : Analyse and reflect on your verbal and non-verbal communication with individuals, carers, families, other healthcare professionals and relevant stakeholders to build rapport and to ensure the delivery of high-quality care
CLO3 : Analyse the role of different health professionals to provide care for individuals from various populations across the lifespan
CLO4 : Discuss the role of mental well-being and the social determinants of health and their impact on key health behaviours including diet, exercise and medicine management.
CLO5 : Identify indicators of physical or mental health that signal the need for referral to other healthcare professions
CLO6 : Demonstrate how you would collaborate appropriately with other healthcare professionals to develop education strategies and management plans for individuals from various populations that may be at risk of adverse healthcare outcomes
CLO7 : Design and implement tailored plan using evidence-based behavioural theories for an individual to improve their adherence to key health behaviours including diet, exercise and medicine management
CLO8 : Demonstrate appropriate standards of care for an individual within relevant ethical and legal frameworks

Course Learning Outcomes	Assessment Item
CLO1 : Provide empathetic and respectful care tailored to individual needs and circumstances, including gender, culture, beliefs, socio-economic status and personal preferences	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Group Project</li> <li>• Final Exam</li> </ul>
CLO2 : Analyse and reflect on your verbal and non-verbal communication with individuals, carers, families, other healthcare professionals and relevant stakeholders to build rapport and to ensure the delivery of high-quality care	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Group Project</li> <li>• Final Exam</li> </ul>
CLO3 : Analyse the role of different health professionals to provide care for individuals from various populations across the lifespan	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Group Project</li> <li>• Final Exam</li> </ul>
CLO4 : Discuss the role of mental well-being and the social determinants of health and their impact on key health behaviours including diet, exercise and medicine management.	<ul style="list-style-type: none"> <li>• Group Project</li> <li>• Final Exam</li> </ul>
CLO5 : Identify indicators of physical or mental health that signal the need for referral to other healthcare professions	<ul style="list-style-type: none"> <li>• Group Project</li> <li>• Final Exam</li> </ul>
CLO6 : Demonstrate how you would collaborate appropriately with other healthcare professionals to develop education strategies and management plans for individuals from various populations that may be at risk of adverse healthcare outcomes	<ul style="list-style-type: none"> <li>• Group Project</li> <li>• Final Exam</li> </ul>
CLO7 : Design and implement tailored plan using evidence-based behavioural theories for an individual to improve their adherence to key health behaviours including diet, exercise and medicine management	<ul style="list-style-type: none"> <li>• Group Project</li> <li>• Final Exam</li> </ul>
CLO8 : Demonstrate appropriate standards of care for an individual within relevant ethical and legal frameworks	<ul style="list-style-type: none"> <li>• Group Project</li> <li>• Final Exam</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

All course materials and course announcements are provided on the course learning management system, Moodle (or Open Access).

By accessing and using the ICT resources provided by UNSW, you are agreeing to abide by the ['Acceptable Use of UNSW ICT Resources'](#) policy particularly on respect for intellectual property and copyright, legal and ethical use of ICT resources and security and privacy.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Quizzes Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: Week 4: 17 June - 23 June, Week 8: 15 July - 21 July
Group Project Assessment Format: Group	30%	Start Date: Not Applicable Due Date: Week 9: 22 July - 28 July, Week 10: 29 July - 04 August
Final Exam Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: Exam period

## Assessment Details

### Quizzes

#### Assessment Overview

Two online quizzes will be conducted under invigilation during allocated workshops in early- and mid-term to assess your understanding of key concepts and theories related to health behaviour change and person-centred behaviour change support. Individualised feedback will be provided once all students have completed each quiz.

#### Course Learning Outcomes

- CLO1 : Provide empathetic and respectful care tailored to individual needs and circumstances, including gender, culture, beliefs, socio-economic status and personal preferences
- CLO2 : Analyse and reflect on your verbal and non-verbal communication with individuals, carers, families, other healthcare professionals and relevant stakeholders to build rapport and to ensure the delivery of high-quality care
- CLO3 : Analyse the role of different health professionals to provide care for individuals from various populations across the lifespan

#### Detailed Assessment Description

Detailed information about this assessment will be provided on the course Moodle page.

#### Submission notes

Refer to Moodle for submission information.

#### Assessment information

NO ASSISTANCE using AI (Artificial Intelligence)

It is prohibited to use any software or service to search for or generate information or answers. If such use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

## Group Project

### Assessment Overview

In groups, you will analyse and present a case-study to identify important behavioural determinants, develop an action plan, and provide person-centred behaviour change support. This assessment will be completed near the end of term and you will be provided feedback within 10 business days. Detailed information about the assessment will be provided on the course Moodle page.

### Course Learning Outcomes

- CLO1 : Provide empathetic and respectful care tailored to individual needs and circumstances, including gender, culture, beliefs, socio-economic status and personal preferences
- CLO2 : Analyse and reflect on your verbal and non-verbal communication with individuals, carers, families, other healthcare professionals and relevant stakeholders to build rapport and to ensure the delivery of high-quality care
- CLO3 : Analyse the role of different health professionals to provide care for individuals from various populations across the lifespan
- CLO4 : Discuss the role of mental well-being and the social determinants of health and their impact on key health behaviours including diet, exercise and medicine management.
- CLO5 : Identify indicators of physical or mental health that signal the need for referral to other healthcare professions
- CLO6 : Demonstrate how you would collaborate appropriately with other healthcare professionals to develop education strategies and management plans for individuals from various populations that may be at risk of adverse healthcare outcomes
- CLO7 : Design and implement tailored plan using evidence-based behavioural theories for an individual to improve their adherence to key health behaviours including diet, exercise and medicine management
- CLO8 : Demonstrate appropriate standards of care for an individual within relevant ethical and legal frameworks

### Detailed Assessment Description

Detailed information about this assessment will be provided on the course Moodle page.

### Submission notes

Refer to Moodle for submission information.

## Assessment information

### DRAFTING ASSISTANCE using AI (Artificial Intelligence)

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas. 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 software should not be a part of your final submission. It is a good idea to keep copies of your initial drafts to show your lecturer if there is any uncertainty about the originality of your work.

Please note that your submission will be passed through an AI-text detection tool. If your marker has concerns that your answer contains passages of AI-generated text 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 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.

### Assignment submission Turnitin type

Not Applicable

## **Final Exam**

### Assessment Overview

The final examination will cover all course content (i.e., cumulative) and include multiple choice and short answer questions. The exam will occur in the exam period.

### Course Learning Outcomes

- CLO1 : Provide empathetic and respectful care tailored to individual needs and circumstances, including gender, culture, beliefs, socio-economic status and personal preferences
- CLO2 : Analyse and reflect on your verbal and non-verbal communication with individuals, carers, families, other healthcare professionals and relevant stakeholders to build rapport and to ensure the delivery of high-quality care
- CLO3 : Analyse the role of different health professionals to provide care for individuals from various populations across the lifespan
- CLO4 : Discuss the role of mental well-being and the social determinants of health and their impact on key health behaviours including diet, exercise and medicine management.
- CLO5 : Identify indicators of physical or mental health that signal the need for referral to other healthcare professions
- CLO6 : Demonstrate how you would collaborate appropriately with other healthcare

- professionals to develop education strategies and management plans for individuals from various populations that may be at risk of adverse healthcare outcomes
- CLO7 : Design and implement tailored plan using evidence-based behavioural theories for an individual to improve their adherence to key health behaviours including diet, exercise and medicine management
  - CLO8 : Demonstrate appropriate standards of care for an individual within relevant ethical and legal frameworks

#### **Detailed Assessment Description**

Detailed information about this assessment will be provided on the course Moodle page.

#### **Submission notes**

Refer to Moodle for submission information.

#### **Assessment information**

NO ASSISTANCE using AI (Artificial Intelligence)

It is prohibited to use any software or service to search for or generate information or answers. If such use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

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

Not Applicable

## **General Assessment Information**

Detailed instructions regarding assessments for this course are provided on the course Moodle page (or Open Learning).

For student information on results, grades, and guides to assessment see: <https://student.unsw.edu.au/assessment>

#### **Grading Basis**

Standard

#### **Requirements to pass course**

In order to pass this course students must:

- Achieve a composite grade of at least 50 out of 100
- Meet any additional requirements specified in the assessment details section and on Moodle.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Lecture	Introduction to health behaviours and the role of health professionals
	Workshop	Self-reflecting on health behaviours and pre-conceptions
Week 2 : 3 June - 9 June	Lecture	Theories of behaviour change
	Workshop	Putting theory into practice
Week 3 : 10 June - 16 June	Lecture	Behavioural determinants and assessment skills
Week 4 : 17 June - 23 June	Lecture	Behaviour change techniques
	Workshop	Quiz #1 Identifying behavioural determinants and tailoring behaviour change techniques to individual needs
Week 5 : 24 June - 30 June	Lecture	Person-centred behaviour change support 1
	Workshop	Practicing communication and interpersonal skills
Week 6 : 1 July - 7 July	Other	NO SCHEDULED ACTIVITIES - FLEXIBILITY WEEK
Week 7 : 8 July - 14 July	Lecture	Person-centred behaviour change support 2
	Workshop	Clinical simulations using the ABCD approach
Week 8 : 15 July - 21 July	Lecture	Behavioural maintenance and working with diverse populations
	Workshop	Quiz #2 Finetuning interactions and ongoing follow-up
Week 9 : 22 July - 28 July	Lecture	Public health Interventions to support behaviour change
	Workshop	Group presentations Designing health promotion strategies and initiatives
Week 10 : 29 July - 4 August	Lecture	Implementing and evaluating public health interventions
	Workshop	Group presentations Future trends in research and practice

## Attendance Requirements

Students are expected to attend all scheduled clinical, laboratory and tutorial classes. An *Unsatisfactory Fail (UF)* may be recorded as the final grade for the course if students fail to meet the minimum requirement of 80% attendance for clinical, laboratory and tutorial classes (unless otherwise specified on Moodle). Course attendance expectations are determined by the requirements of the program accrediting body. Where a student is unable to attend, they are advised to inform the course convenor as soon as possible but no later than 3 days after the scheduled class and, where possible, provide written documentation (e.g. medical certificate) to support their absence.

## General Schedule Information

The times and locations of classes can be found on [myUNSW](#) under Class Timetable.

The expected engagement for all UNSW 6UOC courses is 150 hours per term. This includes lectures, tutorials, readings, and completion of assessments and exam preparation (if relevant).

# Course Resources

## Recommended Resources

Recommended resources for this course are provided on the course Moodle page.

## Course Evaluation and Development

Student feedback is taken seriously, and continual improvements are made to the course based, in part, on such feedback.

We use student feedback from myExperience surveys to develop and make improvements to the course each year. We do this by identifying areas of the course that require development from both the rating responses and written comments. Please spare a few minutes to complete the myExperience surveys for this course posted at the top of the Moodle page at the end of term.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Paul Sharp					No	Yes
Tutor	Genevieve Mil esi					No	No
	Sally Walker					No	No
	Maya Hibri					No	No
	Calvi Thompson					No	No
	Jessica Amos					No	No

## Other Useful Information

### Academic Information

As a student of UNSW Medicine & Health you are expected to familiarise yourself with the contents of this course outline and the UNSW Student Code and policies and procedures related to your studies.

### Student Code of Conduct

Throughout your time studying at UNSW Medicine & Health, you share a responsibility with us for maintaining a safe, harmonious and tolerant University environment. This includes within the courses you undertake during your degree and your interactions with the UNSW community, both

on campus and online.

The [UNSW Student Code of Conduct](#) website provides a framework for the standard of conduct expected of UNSW students with respect to both academic integrity and your responsibility as a UNSW citizen.

Where the University believes a student may have breached the code, the University may take disciplinary action in accordance with the [Student Misconduct Procedure](#).

The [Student Conduct and Integrity Office](#) provides further resources to assist you to understand your conduct obligations as a student at UNSW.

## Academic Honesty and Plagiarism

### Academic integrity

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to the principle of academic integrity, and ethical scholarship of learning is fundamental to your success at UNSW Medicine & Health.

Plagiarism, contract cheating, and inappropriate use of generative AI undermine academic integrity and are not tolerated at UNSW. For more information see the [Academic Integrity and Plagiarism toolkit](#).

In addition to the information you are required to review in your [ELISE training](#), UNSW Medicine & Health strongly recommends that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task.

### Referencing

Referencing is a way of acknowledging the sources of information that you use to research your assignments. Preferred referencing styles vary among UNSW Medicine & Health disciplines, so check your course Learning Management System (e.g. Moodle or Open Learning) page for information on preferred referencing styles.

For further information on referencing support and styles, see the Current Student [Referencing page](#).

## **Academic misconduct and plagiarism**

At UNSW, academic misconduct is managed in accordance with the [Student Misconduct Procedure](#). Allegations of plagiarism are generally handled according to the [UNSW Plagiarism Management Procedure](#). Plagiarism is defined in the [UNSW Plagiarism Policy](#) and is not tolerated at UNSW.

## **Use of Generative AI and other tools in your assessment**

UNSW has provided guiding statements for the [use of Generative AI in assessments](#). This will differ, depending on the individual assessment task, your course requirements, and the course stage within your program.

Your course convenor will outline if and how you can use Generative AI in each your assessment tasks. Options for the use of generative AI include: (1) no assistance; (2) simple editing assistance; (3) planning assistance; and (4) full assistance with attribution.

You may be required to submit the original generative AI responses, or drafts of your original work. Inappropriate use of generative AI is considered academic misconduct.

See your course Moodle (or Open Learning) page for the full instructions for individual assessment tasks for your course.

## **Submission of Assessment Tasks**

### **Special Consideration**

In cases where illness, misadventure or other circumstances beyond your control will prevent you from submitting your assessment by the due date and you require an extension, you need to formally apply for [Special Consideration](#) through myUNSW.

UNSW has a **Fit to Sit/Submit rule**, which means that by sitting or submitting an assessment on the scheduled assessment date, you are declaring that you are fit to do so and cannot later apply for Special Consideration.

### **Timed online assessment tasks**

If you experience a technical or connection problem during a timed online assessment, such as a timed quiz, you can apply for Special Consideration. To be eligible to apply you need to contact the Course Convenor and advise them of the issue immediately. You will need to submit an

application for Special Consideration immediately, and upload screenshots, error messages or other evidence of the technical issue as supporting documentation. Additional information can be found on: <https://student.unsw.edu.au/special-consideration>

## Examinations

Information about the conduct of examinations in your course is provided on your course Moodle page.

## Other assessment tasks

### Late submission of assessment tasks

UNSW has standard late submission penalties as outlined in the [UNSW Assessment Implementation Procedure](#), with no permitted variation. All late assignments (unless extension or exemption previously agreed) will be penalised by 5% of the maximum mark per calendar day (including Saturday, Sunday and public holidays).

Late submissions penalties are capped at five calendar days (120 hours). This means that a student is not permitted to submit an assessment more than 5 calendar days (120 hours) after the due date for that assessment (unless extension or exemption previously agreed).

### Failure to complete an assessment task

You are expected to complete all assessment tasks for your courses. In some courses, there will be a minimum pass mark required on a specific assessment task (a “hurdle task”) due to the need to assure clinical competency.

Where a hurdle task is applicable, additional information is provided in the assessment information on your course Moodle page.

### Feedback on assessments

Feedback on your performance in assessment tasks will be provided to you in a timely manner. For assessment tasks completed within the teaching period of a course, other than a final assessment, feedback will be provided within 10 working days of submission, under normal circumstances.

Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based,

weekly quizzes) will be provided prior to the midpoint of the course.

Any variation from the above information that is specific to an assessment task will be clearly indicated in the course and assessment information provided to you on your course Moodle (or Open Learning) page.

## Faculty-specific Information

### Additional support for students

The university offers a wide range of support services that are available for students. Here are some links for you to explore.

- The Current Students Gateway:<https://student.unsw.edu.au>
- Academic Skills and Support:<https://student.unsw.edu.au/academic-skills>
- Student support:<https://www.student.unsw.edu.au/support>
- Student Wellbeing, Health and Safety:<https://student.unsw.edu.au/wellbeing>

Mind Smart Guides are a series of mental health self-help resources designed to give you the psychological flexibility, resilience and self-management skills you need to thrive at university and at work.

- Mind Smart Guides: <https://student.unsw.edu.au/mindsmart>
- Equitable Learning Services:<https://student.unsw.edu.au/els>
- Guide to studying online: <https://www.student.unsw.edu.au/online-study>

Most courses in UNSW Medicine & Health use Moodle as your Learning Management System. Guidance for using UNSW Moodle can be found on the Current Student page. Difficulties with Moodle should be logged with the IT Service Centre.

- Moodle Support: <https://student.unsw.edu.au/moodle-support>

The IT Service Desk is your central point of contact for assistance and support with remote and

on-campus study.

- UNSW IT Service Centre:<https://www.myit.unsw.edu.au/services/students>

## Course evaluation and development

At UNSW Medicine & Health, students take an active role in designing their courses and their overall student experience. We regularly seek feedback from students, and continuous improvements are made based on your input. Towards the end of the term, you will be asked to participate in the [myExperience survey](#), which serves as a source of evaluative feedback from students. Your input to this quality enhancement process is valuable in helping us meet your learning needs and deliver an effective and enriching learning experience. Student responses are carefully considered, and the action taken to enhance educational quality is documented in the myFeedback Matters section of your Moodle (or Open Learning) course page.

## School Contact Information

School guidelines on contacting staff:

### Course questions

All questions related to course content should be posted on Moodle or as directed by your Course Convenor.

In cases where email communication with course convenors is necessary, we kindly request the following:

- Use your official email address for any correspondence with teaching staff.
- We expect a high standard of communication. All communication should avoid using short-hand or texting language.
- Include your full name, student ID, and your course code and name in all communication.

Our course convenors are expected to respond to emails during standard working hours of Monday to Friday, 9am-5pm.

### Administrative questions

If you have an administrative question about your program of study at the School please submit your enquiry online at [UNSW Ask Us](#).

## Complaints and appeals

Student complaints and appeals: <https://student.unsw.edu.au/complaints>

If you have any grievances about your studies, we invite you to address these initially to the Course Convenor. If the response does not meet your expectations, you may then contact the School Grievance Officer, Dr Chris Maloney ([c.malone@unsw.edu.au](mailto:c.malone@unsw.edu.au))