

**WESTERN SYDNEY  
UNIVERSITY**



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The College

***UNIVERSITY FOUNDATION STUDIES***

**PSYCHOLOGICAL FOUNDATIONS OF HEALTH**

**900123**

**2020**



**UNIT OUTLINE**

Last amended:	June 2020
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<b>Unit name</b>	Psychological Foundations of Health
<b>Unit number</b>	900123
<b>Coordinator</b>	Dr Carissa Hanes
<b>Session</b>	2020.2
<b>Handbook summary</b>	This unit provides an introduction to the psychology of health and behaviour relevant to understanding patient health decisions and outcomes. Students will be introduced to psychology and health to understand the tradition and relevance of psychology to nursing. This unit also includes foundation topics such as models of health and illness, health-behaviour change models, risk-taking behaviour, stress and health, learning and conditioning, personality and health, human development over the lifespan, death and dying, as well as group dynamics in health. These topics are offered as basic principles, theories and models of psychology related to health behaviours, future learning and professional practice in nursing
<b>Credit point value</b>	10 credit points
<b>Prerequisite/s</b>	None
<b>Corequisite/s</b>	None
<b>Unit incompatible with and not to be counted for credit with</b>	None
<b>Assumed knowledge</b>	None
<b>Unit level</b>	University Foundation level
<b>Attendance requirements</b>	Students are expected to attend at least 80% of classes. Educational research consistently demonstrates that this attendance level is associated with a high likelihood of achieving a passing grade.
<b>Enrolment restrictions</b>	This unit is only available to College students enrolled in the University Foundation Studies program.
<b>Learning outcomes</b>	On successful completion of this unit, students should be able to: <ol style="list-style-type: none"> <li>1. apply basic terminology, principles, theories and models of psychology to account for health decisions and behaviours</li> <li>2. reflect on personal health decisions and behaviour and relate this to psychological principles introduced in this unit</li> <li>3. demonstrate a foundational understanding of individual and group differences and the impact of these when working with people from diverse backgrounds</li> <li>4. effectively present thoughtful, considered views, arguments and information in written and oral formats, and</li> </ol>

5. apply group dynamics principles for effective teamwork and group management, along with the ability to monitor one's own work and others' work and performance
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**Unit content**

In this unit students will learn about:

- introduction to psychology and health
  - models of health and illness
  - health-behaviour change models
  - risk-taking behaviours
  - stress and health
  - learning and conditioning
  - personality and health
  - human development
  - death and dying
  - group dynamics in health.
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**Mode of delivery**

One x two-hour lecture and one x two-hour tutorial per week.

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**Online learning requirements**

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**Essential requirements**

**Essential text**

- There is no essential text for this unit

**Further resources**

- American Society of Registered Nurses. (2007). The Real Public Perception of Nurses. Retrieved from American Society of Registered Nurses: <https://www.asrn.org/journal-nursing/249-the-real-public-perception-of-nurses.html>
  - Black, J. (2014). Conformity, Obedience, and Influence in Social Psychology. Retrieved from Owlcation: <https://owlcation.com/social-sciences/Conformity-Obedience-and-Influence-in-Social-Psychology>
  - Castillo, S. (2015). Group Stereotypes Negatively Impact Health Care; Prejudice Leaves Some Patients Feeling Vulnerable. Retrieved from Medical Daily: <https://www.medicaldaily.com/group-stereotypes-negatively-impact-health-care-prejudice-leaves-some-patients-358082>
  - Committee on Health and Behavior. (2001). Health and Behavior: The Interplay of Biological, Behavioural, and Societal Influences. Washing, D.C.: National Academy Press.
  - Encyclopedia of Children's Health. (2019). Cognitive development. Retrieved from Encyclopedia of Children's Health: <http://www.healthofchildren.com/C/Cognitive-Development.html>
  - Feser, L. (2003, Sep). Cultural competence and Cross Cultural. Retrieved from Virtual Hospice: [http://www.virtualhospice.ca/Assets/loreen%20feser%20-%20culture\\_20081127165937.pdf](http://www.virtualhospice.ca/Assets/loreen%20feser%20-%20culture_20081127165937.pdf)
  - Horvath, T., Misra, K., Epner, A., & Cooper, G. (2018). Operant Conditioning and Addiction. Retrieved from Center Site: [https://www.centersite.net/poc/view\\_doc.php?type=doc&id=48410&cn=1408](https://www.centersite.net/poc/view_doc.php?type=doc&id=48410&cn=1408)
  - LaMorte, W. W. (2018, August 29). Behavioral Change Models. Retrieved from Boston University School of Public Health: <http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories2.html>
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  - Lopez, S. (2007). Honoring Cultural Diversity at the End of Life. *Social Work Today*, 7(6), 36. Retrieved from *Social Work Today*.
  - McLeod, S. (2017). Psychosexual Stages. Retrieved from Simply Psychology: <https://www.simplypsychology.org/psychosexual.html>
  - McLeod, S. (2018). Erik Erikson's Stages of Psychosocial Development. Retrieved from Simply Psychology: <https://www.simplypsychology.org/Erik-Erikson.html>
  - Nurse Buff. (2018, November 27). Warning Signs of Nursing Stress and Burnout. Retrieved from Nurse Buff: <https://www.nursebuff.com/nursing-stress/>
  - Nursing School Hub. (2019). Why Is Psychology Important for Nursing? Retrieved from Nursing School Hub: <https://www.nursingschoolhub.com/why-is-psychology-important-for-nursing/>
  - Psychology Campus. (2008). Personality & Health. Retrieved from Psychology Campus: <http://www.psychologycampus.com/health-psychology/personality-health.html>
  - Srivastava, K., & Das, R. C. (2015). Personality and health: Road to well-being. *Industrial Psychiatry Journal*, 24(1), 1-4.
  - Varnekar, V. (2019). Advantages and Disadvantages of the Biopsychosocial Model. Retrieved from PsychoGenie: <https://psychologenie.com/advantages-disadvantages-of-biopsychosocial-model>
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**ASSESSMENT ITEMS AND WEIGHTING**

Assessment for this unit will be based on the following components:

Task	Weighting	Learning outcomes assessed	Mandatory task
1. Presentation a. Part A – Script Plan (300 words) 10% b. Part B – Individual presentation slide-set 20%	30%	1, 2, 4, 5	Yes
2. Reflection (500-700 words)	35%	2 and 4	Yes
3. End of session exam	35%	1 - 5	Yes
TOTAL	100%		

For details of assessment due dates, please refer to the learning guide for this unit.

All marks will be determined in accordance with The College [Assessment Policy](#).

All assessment tasks are mandatory unless otherwise specified. Should a student fail to attempt/submit the first formal assessment task in a unit, they will be deemed to be at risk and will need to follow an intervention plan in order not to receive a Fail Non-Submission (FNS) grade. However, failure to attempt/submit all other mandatory assessment tasks will result in an immediate FNS grade for the unit.