

WESTERN SYDNEY
UNIVERSITY



The College

UNIVERSITY FOUNDATION STUDIES

PSYCHOLOGICAL FOUNDATIONS OF HEALTH

900123

2021



UNIT OUTLINE

Last amended:	January 2021
---------------	--------------

© Western Sydney University Enterprises Pty Limited 2021

Except as provided by the Copyright Act 1968, no part of this publication may be produced, stored in a retrieval system or transmitted in any form or by any means without the prior written permission of Western Sydney University Enterprises Pty Limited.

This unit outline is to be used for educational purposes only.

Students should not make this publication available commercially, or redistribute it by any technological means.

Students must not record lectures or tutorials via any technology unless they obtain the express consent of the lecturer prior to the lecture being given.

Western Sydney University The College
Nirimba Education Precinct
Eastern Road
Quakers Hill NSW 2763

Postal address:
PO BOX 224
Quakers Hill NSW 2763

Phone: (02) 9852 4488
Fax: (02) 9852 4480

Disclaimer

If you buy or use this publication you should understand clearly that it has been produced solely for learning purposes. While the author and Western Sydney University Enterprises Pty Limited have made every effort to ensure that the material in this publication is accurate and of high quality, you are expressly advised that you should not rely on the contents of this publication in order to make decisions having legal, accounting, property, financial, investment or similar consequences or for any purpose other than learning. For any purposes other than learning you should first obtain the advice of an appropriately qualified professional. The author and Western Sydney University Enterprises Pty Limited disclaim any liability to any person, whether a student or otherwise, in respect of anything, and the consequences of anything, done or omitted to be done by any such person in reliance, whether wholly or partially, on the whole, or any part of, or omission from, the contents of this publication.

Western Sydney University ABN 53 014 069 881 is a registered provider under the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). Provider Number 00917K.

Western Sydney University Enterprises Pty Limited ABN 44 003 474 468 trading as Western Sydney University The College (CRICOS Provider Number 02851G) is a wholly owned entity of Western Sydney University. Academic Pathway Programs are delivered by Western Sydney University The College under arrangement with Western Sydney University.

Unit name	Psychological Foundations of Health
Unit number	900123
Coordinator	Dr Carissa Hanes
Session	2021.1
Handbook summary	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
Credit point value	10 credit points
Prerequisite/s	None
Corequisite/s	None
Unit incompatible with and not to be counted for credit with	None
Assumed knowledge	None
Unit level	University Foundation level
Attendance requirements	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.
Enrolment restrictions	This unit is only available to College students enrolled in the University Foundation Studies program.
Learning outcomes	On successful completion of this unit, students should be able to: <ol style="list-style-type: none"> 1. apply basic terminology, principles, theories and models of psychology to account for health decisions and behaviours 2. reflect on personal health decisions and behaviour and relate this to psychological principles introduced in this unit 3. demonstrate a foundational understanding of individual and group differences and the impact of these when working with people from diverse backgrounds

4. effectively present thoughtful, considered views, arguments and information in written and oral formats, and
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

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.

Mode of delivery

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

Online learning requirements

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
- 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

- 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>
- 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/BehavioralChangeTheories6.html>
- 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>
-

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 – Group 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%		

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

All assessment tasks are mandatory unless otherwise specified. To be eligible to pass this unit, students must:

1. Attempt all assessment tasks in this unit

AND

2. Achieve an overall unit mark of at least 50%

If a student achieves an overall unit mark of at least 50% but has not submitted **all** mandatory assessment tasks, they will receive a Fail Non-Submission (FNS) grade for the unit.

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.