



University Foundation Studies

BEHV0008

**PSYCHOLOGICAL FOUNDATIONS
OF HEALTH**

2022

SUBJECT OUTLINE

Last amended:	February 2022
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Subject name	Psychological Foundations of Health
Subject code	BEHV0008
Coordinator	Ryan Sidoti
Term	2022.1
Handbook summary	This subject 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 subject 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
Subject/s incompatible with and not to be counted for credit with	None
Assumed knowledge	None
Subject 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 subject is only available to College students enrolled in the University Foundation Studies program.
Learning outcomes	<p>On successful completion of this subject, students should be able to:</p> <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 subject 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

Subject content	<p>In this subject, students will learn about:</p> <ul style="list-style-type: none"> • 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, and • group dynamics in health.
Mode of delivery	One × two-hour lecture and one × two-hour tutorial per week.
Online learning requirements	
Essential requirements	<p>Essential text</p> <p>There is no essential text for this subject.</p> <p>Further resources</p> <p>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</p> <p>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</p> <p>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</p> <p>Committee on Health and Behavior. (2001). Health and Behavior: The Interplay of Biological, Behavioural, and Societal Influences. Washing, D.C.: National Academy Press.</p> <p>Encyclopedia of Children's Health. (2019). Cognitive development. Retrieved from Encyclopedia of Children's Health: http://www.healthofchildren.com/C/Cognitive-Development.html</p> <p>Feser, L. (2003, Sep). Cultural competence and Cross Cultural. Retrieved from Virtual Hospice: http://www.virtualhospice.ca/Assets/loreen%20feser%20-%20culture_20081127165937.pdf</p> <p>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</p>

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- 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/>
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- 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 subject 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 subject, students must:

1. Attempt all assessment tasks in this subject

AND

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

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

Should a student fail to attempt/submit the first formal assessment task in a subject, 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 subject.