PSYC3020 – Health Psychology

Unit of Study Code: PSYC3020

Coordinator: Dr Barbara Mullan
Office 446 Brennan MacCallum Building
Phone 93516811
Email barbara@psych.usyd.edu.au

Other Teaching Staff:
Dr Ilona Juraskova
Office 341 Brennan MacCallum Building
Phone 93565275
E-mail ilonaj@psych.usyd.edu.au

Dr Catalina Lawsin
Office 442 Brennan MacCallum Building
Phone 93540590
Email catalina@psych.usyd.edu.au

Format of Unit: 2 x 1 hour lectures/week x 13 weeks
1 x 2 hour tutorial/week x 10 weeks

Credit Point Value: 6 Credit Points

Prerequisites Students must have completed 12 credits points in Junior Psychology and 12 credit points in Intermediate Psychology

Assessment:
One 2 hour exam (70%) Twenty short answer questions and two from four essay questions
One 2,500 essay (30%) The practical report for this unit of study is an essay and is due on the 8th October 2008

Answer one of the following two questions

• Discuss the evidence that psychological interventions improve patient survival. Review and critically evaluate existing evidence related to one illness.
• Review the evidence for the efficacy of an intervention to change one health behaviour

Evaluation of teaching and learning: Date: week 13 of semester
Type: questionnaire

Text
Morrison, Bennett, Butow, Mullan & White (2007) Introduction to Health Psychology in Australia Pearson Education Ltd Australia

Recommended Reading
Unit of study general description:

The aim of this unit of study is to define health within a biopsychosocial framework and to present some of the current issues in the area. This unit of study provides students with an introduction to key areas in health psychology, and demonstrates how they relate to other disciplines. It also considers the context within which treatment takes place. An exploration of physical diseases will take place with consideration of psychosocial factors paramount. The unit of study considers the application of psychological theory to illness and preparation for hospitalization; the management of adverse psychological sequelae arising from hospitalization; and rehabilitation. Also considered are the key models and theories in Health Psychology which are seen by many to be the foundations of the subject area.

Unit Outline

What is Health?
What is Health Psychology?
Risk taking behaviours
Health enhancing behaviours
Psychosocial predictors/outcomes of illness
Models in Health Psychology
Risk perception and shared decision making
Communication skills
Qualitative research in Health Psychology
Quality of Life
Multicultural care
Pain
Death, Dying and Survivorship

Graduate Attributes and Student Learning Outcomes for Health Psychology (Psyc3020)

This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

The following graduate attributes and student learning outcomes will be developed through lectures, tutorial and assessment activities in particular. They will be assessed primarily in the essay, and in the final examination.

1: Knowledge and Understanding of Health Psychology

Display basic knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in Health Psychology

Student learning outcomes:

i. To define health within a biopsychosocial framework
ii. To present some of the current issues in the area.
iii. To examine the key models and theories in Health Psychology
iv. To have an understanding of the key areas in health psychology, and demonstrate how they relate to other disciplines.
v. To consider the context within which treatment takes place
vi. To present an exploration of physical diseases with consideration of psychosocial factors paramount.
vii. To consider the application of psychological theory to
    • illness
    • preparation for hospitalization
    • the management of adverse psychological sequelae arising from hospitalization
    • rehabilitation.

2: Research Methods in Health Psychology

Understand, apply and evaluate basic research methods in Health Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Student learning outcomes:

i. To develop a critical understanding of the major methods of research in these areas.
ii. To critically assess the major theories and research findings in these areas.
iii. To interpret statistical analyses.
iv. To use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs.
v. Design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.
3: Critical Thinking Skills in Health Psychology
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.

**Student learning outcomes:**
- i. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
- ii. Evaluate the quality of information, including differentiating empirical evidence from speculation.
- iii. Evaluate issues and behaviour using different theoretical and methodological approaches.
- iv. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.

4: Values in Health Psychology
Value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity.

**Student learning outcomes:**
- i. Recognise and respect social, cultural, linguistic, spiritual and gender diversity.
- ii. Use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication).
- iii. Understand how prejudicial attitudes and discriminatory behaviours might exist in oneself and in others.
- iv. Recognise and promote ethical practice in research.
- v. Promote evidence-based approaches to understanding behaviour.

5: Communication Skills in Health Psychology
Communicate effectively in a variety of formats and in a variety of contexts

**Student learning outcomes:**
- i. Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
- ii. Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing).
- iii. Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.
- iv. Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

6: Learning and the Application of Health Psychology
Understand and apply psychological principles to personal and social issues.

**Student learning outcomes:**
- i. To develop an awareness of the applications of the theories and research findings in Health Psychology.
- ii. Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
- iii. Understand major areas of applied Health Psychology
- iv. Apply knowledge of consumer and carer participation in psychological care.

**Evidence of learning:**
The quality of students’ performance in tutorial tests and practical exercises, in a written assignment, and in examinations will be taken as evidence of learning.
## Lecture Schedule 2008

**Tuesday’s lectures are at 3pm in Footbridge Theatre**  
**Thursday’s lectures are at 10am in Footbridge Theatre**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Day</th>
<th>Lecturer</th>
<th>Lecture title</th>
<th>Book Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-Jul</td>
<td>1</td>
<td>Tuesday</td>
<td>Ilona</td>
<td>Introduction/What is Health Psychology?</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>05-Aug</td>
<td>2</td>
<td>Tuesday</td>
<td>Ilona</td>
<td>Communication skills</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>12-Aug</td>
<td>3</td>
<td>Tuesday</td>
<td>Ilona</td>
<td>Doctor/patient communications</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>19-Aug</td>
<td>4</td>
<td>Tuesday</td>
<td>Ilona</td>
<td>Psychosocial predictors of illness</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>26-Aug</td>
<td>5</td>
<td>Tuesday</td>
<td>Ilona</td>
<td>Psychosocial outcomes of disease</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>02-Sep</td>
<td>6</td>
<td>Tuesday</td>
<td>Liz Lobb</td>
<td>Risk perception and genetics</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>09-Sep</td>
<td>7</td>
<td>Tuesday</td>
<td>Tim</td>
<td>Quality of Life measures</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>16-Sep</td>
<td>8</td>
<td>Tuesday</td>
<td>Ilona</td>
<td>Quality of Life/ interventions</td>
<td>Chapter 17</td>
</tr>
<tr>
<td>23-Sep</td>
<td>9</td>
<td>Tuesday</td>
<td>Ilona</td>
<td>Qualitative research in Health Psychology</td>
<td></td>
</tr>
<tr>
<td>30-Sep</td>
<td></td>
<td></td>
<td></td>
<td><strong>Mid Semester Break</strong></td>
<td></td>
</tr>
<tr>
<td>07-Oct</td>
<td>10</td>
<td>Tuesday</td>
<td>Catalina</td>
<td>Stress and illness moderators</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>14-Oct</td>
<td>11</td>
<td>Tuesday</td>
<td>Catalina</td>
<td>Pain</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>21-Oct</td>
<td>12</td>
<td>Tuesday</td>
<td>Ilona</td>
<td>Death and Dying</td>
<td></td>
</tr>
<tr>
<td>28-Oct</td>
<td>13</td>
<td>Tuesday</td>
<td>Ilona</td>
<td>Survivorship</td>
<td></td>
</tr>
<tr>
<td>31-Jul</td>
<td>1</td>
<td>Thursday</td>
<td>Barbara</td>
<td>What is Health?</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>07-Aug</td>
<td>2</td>
<td>Thursday</td>
<td>Barbara</td>
<td>Risk behaviour (obesity/overweight)</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>14-Aug</td>
<td>3</td>
<td>Thursday</td>
<td>Barbara</td>
<td>Risk behaviours (alcohol and smoking)</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>21-Aug</td>
<td>4</td>
<td>Thursday</td>
<td>Barbara</td>
<td>Risk behaviours (unprotected sexual behaviour)</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>28-Aug</td>
<td>5</td>
<td>Thursday</td>
<td>Barbara</td>
<td>Health enhancing behaviours (healthy food choices)</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>04-Sep</td>
<td>6</td>
<td>Thursday</td>
<td>Barbara</td>
<td>Health enhancing behaviours (exercise/screening)</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>11-Sep</td>
<td>7</td>
<td>Thursday</td>
<td>Catalina</td>
<td>Interventions with individuals</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>18-Sep</td>
<td>8</td>
<td>Thursday</td>
<td>Catalina</td>
<td>Interventions in populations</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>25-Sep</td>
<td>9</td>
<td>Thursday</td>
<td>Catalina</td>
<td>Inequalities in health</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>30-Oct</td>
<td></td>
<td></td>
<td></td>
<td><strong>Mid Semester Break</strong></td>
<td></td>
</tr>
<tr>
<td>07-Oct</td>
<td>10</td>
<td>Thursday</td>
<td>Catalina</td>
<td>Managing stress</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>14-Oct</td>
<td>11</td>
<td>Thursday</td>
<td>Barbara</td>
<td>Models in Health Psychology</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>21-Oct</td>
<td>12</td>
<td>Thursday</td>
<td>Barbara</td>
<td>Models in Health Psychology</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>28-Oct</td>
<td>13</td>
<td>Thursday</td>
<td>Barbara</td>
<td>Conclusion and evaluation</td>
<td>Chapter 18</td>
</tr>
</tbody>
</table>