



# PSYC22002 *Health Psychology and Rehabilitation*

## Term 2 - 2023

Profile information current as at 13/05/2024 02:35 am

All details in this unit profile for PSYC22002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This Unit is intended to provide you with advanced knowledge in health psychology and the components that encompass health psychology. The Unit will provide knowledge on behavioural medicine, rehabilitation practice, health prevention, health promotion, and well-being principles necessary for working as a Clinical Psychologist. The unit aims to build your competency in assessment, treatment planning and intervention for health and wellness within clinical psychology practice, using a culturally-responsive and reflective practice approach.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2023

- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 20%

#### 2. **Direct observation of procedural skills (DOPs)**

Weighting: 40%

#### 3. **Written Assessment**

Weighting: 20%

#### 4. **Presentation**

Weighting: 20%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from SUTE unit comments

**Feedback**

More guest lecturers to offer current application of lecture content in applied practice

**Recommendation**

Explore the possibility of revisiting guest lecturers who also work in applied practice to deliver specific lectures.

#### Feedback from SUTE unit comments

**Feedback**

Review the amount of Assessment Tasks for this unit to reduce the number of tasks.

**Recommendation**

Review the structure of Assessment Tasks for this unit, including the number and weighting of the tasks.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Apply biopsychosocial models of health for person-centred and culturally responsive evidenced-based practice
2. Demonstrate clinical skills and reflective practice in evidence-based health behaviour change interventions including motivational interviewing and relapse prevention
3. Critically appraise and integrate recent and relevant literature into clinical practice specific to health psychology and rehabilitation in oral and written format.

These learning outcomes are intended to link with the CG17 Master of Clinical Psychology course Learning Outcome "Apply advanced knowledge of psychological, developmental, and biopsychosocial models of health, with consideration of culturally and linguistically diverse populations including Aboriginal and Torres Strait Islander peoples" (Learning Outcome number 2).

The PSYC22002 Learning Outcomes align with the 2019 Australian Psychology Accreditation Council (APAC) accreditation guidelines for Level 4 Graduate Competencies (4.2.1.i, 4.2.1.ii, 4.2.2.i, 4.2.3.i, 4.2.3.iii, and 4.2.3.iv.), which are specific to culturally responsive biopsychosocial models of health and health rehabilitation in clinical psychology.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 20%		•	
2 - Written Assessment - 20%	•		•
3 - Direct observation of procedural skills (DOPs) - 40%	•	•	
4 - Presentation - 20%			•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	◦		◦
2 - Communication		◦	◦
3 - Cognitive, technical and creative skills	◦	◦	
4 - Research	◦		◦
5 - Self-management			◦
6 - Ethical and Professional Responsibility		◦	
7 - Leadership		◦	
8 - Aboriginal and Torres Strait Islander Cultures			

## Textbooks and Resources

### Textbooks

PSYC22002

#### Prescribed

##### **Health Psychology in Australia**

(2017)

Authors: Dorrian, Thorsteinsson, Benedetto, Lane-Krebs, et al

Cambridge University Press

Port Melbourne , VIC , Australia

ISBN: 9781316623954

Binding: Paperback

PSYC22002

#### Prescribed

##### **The Social Cure: Identity, Health and Well-Being**

(2012)

Authors: Jetten, J., Haslam, C., & Haslam, S. A. (Eds.).

New York , New York , United States

ISBN: 978-1-84872-021-3 (hbk), 978-1-138-89152-4 (pbk), 978-0-203-81319-5 (elk)

Binding: Paperback

PSYC22002

#### Supplementary

##### **Motivational Interviewing in Healthcare: Helping Patients Change Behaviour**

Edition: 1st edn (2016)

Authors: Rollnick, Miller & Butler

Guilford Press ( Woodslane )

New York , USA

ISBN: 9781593856120

Binding: Paperback

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Alicia Carter** Unit Coordinator

[a.m.carter@cqu.edu.au](mailto:a.m.carter@cqu.edu.au)

**Karena Burke** Unit Coordinator

[k.j.burke@cqu.edu.au](mailto:k.j.burke@cqu.edu.au)

## Schedule

**Week 1: Overview and Theories of Health - 10 Jul 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Overview and Theories of Health	Chapters 1 , 3 & 4: Health Psychology in Australia Additional material on Moodle in e-reading list	

### Week 2: Health and Stress/Traumatic Stress - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Health and Stress/Traumatic stress	Chapters 7 & 8: Health Psychology in Australia Additional material on Moodle in e-reading list	

### Week 3: Identity and Health Behaviour - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Identity and Health Behavior	Refer to Moodle for readings	

### Week 4: Motivational Interviewing & Intervention - Part 1 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Motivational Interviewing Part 1: Principles & Evidence & motivational interviewing within a health care context	Part I - Chapters 1 & 2: Motivational Interviewing in Healthcare: Helping patients change behaviour. Additional material on Moodle in e-reading list	

### Week 5: Motivational Interviewing & Mental Skill Intervention - Part 2 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Motivational Interviewing Part 2: Practicing Motivational Interviewing, asking, listening, informing	Chapter 2-6 Motivational Interviewing in Healthcare: Helping patients change behaviour. Additional material on Moodle in e-reading list	<b>ASSESSMENT TASK 1:</b> Written Assessment - Treatment Manual: Due Thursday of Week 5 at 16:55 AEST.  <b>Written Assessment Task 1: Treatment Manual</b> Due: Week 5 Thursday (10 Aug 2023) 4:59 pm AEST

### MID-TERM BREAK - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
No lecture this week		

### Week 6: Habit theory and interventions - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Habit theory and interventions	Chapter 2 & 6: Health Psychology in Australia Additional sources of information available on Moodle in e-reading list	

### Week 7: Chronic Disease, Chronic Pain and Cancer - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Chronic Disease, Chronic Pain and Cancer	Chapter 10: Health Psychology in Australia Chapter 9 & 11: Health Psychology in Australia Additional sources of information available on Moodle in e-reading list	<b>ASSESSMENT TASK 2:</b> DOPS Motivational Interviewing Skills Video recording session 1 due, Friday Week 7 16:55 AEST  <b>Motivational Interviewing Skills Videos</b> Due: Week 7 Thursday (31 Aug 2023) 4:55 pm AEST

### Week 8: Eating disorders - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Eating Disorders	Chapter 5: Health Psychology in Australia Additional material on Moodle in e-reading list
------------------	--

#### Week 9: Sexual Health - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Sexual Health	Refer to Moodle for readings	<b>ASSESSMENT TASK 2:</b> DOPS Motivational Interviewing Skills Video recording session 2 & written critique due, Friday Week 9 16:55 AEST

#### Week 10: Grief and loss - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Grief and Loss	Additional material on Moodle in e-reading list	

#### Week 11: Assessment Task 3: Presentation of Treatment Manual or Prevention Plan - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
		<b>ASSESSMENT TASK 3:</b> Written Assessment - Prevention Plan due Thursday Week 11 16:55 AEST <b>ASSESSMENT TASK 4:</b> Presentation of treatment manual or Prevention Plan due Thursday Week 11 08:59 AEST
Oral Presentations	No assigned readings for this week.	<b>Written Assessment Task 3: Prevention Plan</b> Due: Week 11 Thursday (28 Sep 2023) 4:55 pm AEST <b>Oral Presentation</b> Due: Week 11 Thursday (28 Sep 2023) 8:59 am AEST

#### Week 12: Presentations of Treatment Manual - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Oral Presentations	No assigned readings for this week.	<b>ASSESSMENT TASK 4:</b> Presentation of treatment manual or Prevention Plan due Thursday Week 12 08:59 AEST

#### Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

#### Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

## Assessment Tasks

### 1 Written Assessment Task 1: Treatment Manual

#### Assessment Type

Written Assessment

#### Task Description

Students are required to choose an area of health psychology and develop an information and treatment manual appropriate for use by a clinical psychologist.

Students will be required to choose an area of health psychology and develop an information and treatment manual

appropriate for use by a clinical psychologist. The treatment manual will include the following information:

- a) an overview of the area of interest with specific reference to issues of aetiology and problem maintenance
- b) aspects of therapeutic intervention must also be provided
- c) a rationale for the treatment protocol must be presented with discussion of potential treatment problems and solutions
- d) therapist tools and support information should also be included.

Each of a) - d) must be supported by recent (<5 years), relevant, peer-reviewed literature.

The word limit for this assignment is between 1500-1750 words (excluding appendices)

### **Assessment Due Date**

Week 5 Thursday (10 Aug 2023) 4:59 pm AEST

Submit via Moodle

### **Return Date to Students**

Week 7 Friday (1 Sept 2023)

Feedback provided via Moodle

### **Weighting**

20%

### **Minimum mark or grade**

Minimum 70%

### **Assessment Criteria**

The following marking criteria will be applied:

1. Effective use of evidence based therapy plan which is supported by current research (15 marks)
2. Inclusion and overview of the area of interest with reference to the literature and including issues of aetiology and problem maintenance (20 marks)
3. Rationale for the treatment protocol was presented with discussion (literature based) of potential treatment problems and solutions (20 marks)
4. Therapist tools and support information should also be included (i.e. information and treatment manual is appropriate for use by a clinical psychologist and relevant to targeted population/area of interest. (20 marks)
5. Evidence of meaningful consideration of cultural sensitivity and responsiveness (15 marks)
6. Effective and appropriate use of APA 7th formatting and referencing, spelling, grammar and within word limit of 1500-1750 words (excluding appendices) (10 marks)

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Learning Outcomes Assessed**

- Demonstrate clinical skills and reflective practice in evidence-based health behaviour change interventions including motivational interviewing and relapse prevention

## **2 Motivational Interviewing Skills Videos**

### **Assessment Type**

Direct observation of procedural skills (DOPs)

### **Task Description**

Motivational Interviewing (MI) is a key competency clinical psychologists can utilise as an effective evidenced-based intervention when working within the domain of health psychology. The central tenet of MI is to help clients identify and resolve underlying ambivalence about behaviour change. Importantly, MI is client-centred and focuses on eliciting a



client's internal motivation for change.

For this Assessment Task, students will be required to submit two 20-30 minute video recordings (upload to Moodle) demonstrating MI skills and adherence to the four guiding principles of MI (i.e. RULE - Resist, Understand, Listen, Empower). The student will adopt the role of therapist and a fellow class-peer will adopt the role of client. For the second recording, students will follow up on homework tasks, assess for ambivalence and troubleshoot any resistance exhibited by the client. The role of the client will present not having completed the homework set in session one.

Students will also be required to submit a reflection of their videos (between 750-1000 words), which identifies:

- a) aspects you did well - including how and why you know these aspects were a strength
- b) aspects that have room for improvement - including how and why you know these aspects are areas for improvement
- c) evidence-based research to support your reflections related to motivational interviewing or the behaviour for change reported by the client.

The first video will be due in week 7. The second video and written critique will be due in week 9.

### **Assessment Due Date**

Week 7 Thursday (31 Aug 2023) 4:55 pm AEST

submit via Moodle

### **Return Date to Students**

Week 8 Friday (8 Sept 2023)

Feedback via Moodle

### **Weighting**

40%

### **Minimum mark or grade**

70%

### **Assessment Criteria**

Video 1 due Week 7 and Video 2 due Week 9

The following marking criteria will be applied:

MI Skills - Video demonstration one (40 marks)

1. Rapport building including OARS (5 marks)
2. Setting Agenda (5 marks)
3. Assess readiness for change (5 marks)
4. Importance - ambivalence (5 marks)
5. Confidence (5 marks)
6. Management of resistance (5 marks)
7. Evoke hope and change talk (5 marks)
8. Establish goals (5 marks)

MI Skills - Video demonstration two (40 marks)

1. Rapport building including OARS (5 marks)
2. Setting Agenda (5 marks)
3. Assess homework compliance (5 marks)
4. Overcoming barriers to not completing homework - ambivalence (5 marks)
5. Importance & Confidence (5 marks)
6. Management of resistance (5 marks)
7. Evoke hope and change talk (5 marks)
8. Re-establishing goals or extending on current goals (5 marks)

Written critique (20 marks)

1. Strengths: identify how/why (5 marks)
2. Areas for improvement: identify how/why (5 marks)
4. Evidence-based literature to support reflections (10 marks)

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Submission via Echo on Moodle.

### **Learning Outcomes Assessed**

- Apply biopsychosocial models of health for person-centred and culturally responsive evidenced-based practice
- Demonstrate clinical skills and reflective practice in evidence-based health behaviour change interventions including motivational interviewing and relapse prevention

### 3 Written Assessment Task 3: Prevention Plan

**Assessment Type**

Written Assessment

**Task Description**

Develop an information and prevention plan appropriate for use by a clinical psychologist.

The prevention plan will include the following information:

- a) an overview of the area of interest with specific reference to issues of aetiology and problem maintenance if the behaviour is not prevented
- b) theoretical orientations to support health prevention or health promotion
- c) a rationale for the treatment protocol must be presented with discussion of potential treatment problems and solutions
- d) evidence-based intervention to enhance prevention, promotion and the positive impacts to well-being
- e) therapist tools and support information should also be included.

Each of a) - e) must be supported by recent (<5 years), relevant, peer-reviewed literature.

The word limit for this assignment is between 1500-1750 words (excluding appendices)

**Assessment Due Date**

Week 11 Thursday (28 Sept 2023) 4:55 pm AEST

Submit via Moodle

**Return Date to Students**

Exam Week Friday (20 Oct 2023)

Feedback via Moodle

**Weighting**

20%

**Minimum mark or grade**

70%

**Assessment Criteria**

The following marking criteria will be applied:

1. Overview of the area of interest with reference to the literature and including issues of aetiology and problem maintenance if the behaviour is not prevented (20 marks)
2. Relevant theoretical orientations to support health prevention or health promotion (15 marks)
3. Rationale for the prevention protocol was presented with discussion (literature based) of potential enhancements to health as well as treatment problems if not addressed (20 marks)
4. Therapist tools provided (e.g., worksheets) (i.e. information and prevention plan is appropriate for use by a clinical psychologist and relevant to targeted population/area of interest. Effective use of evidence based prevention plan which is supported by current research (<5 years) (20 marks)
5. Evidence of meaningful consideration of cultural sensitivity and responsiveness (15 marks)
6. Effective and appropriate use of APA 7th formatting and referencing, spelling, grammar and within word limit of 1500-1750 words (excluding appendices) (10 marks)

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Submit Via Moodle

**Learning Outcomes Assessed**

- Apply biopsychosocial models of health for person-centred and culturally responsive evidenced-based practice
- Critically appraise and integrate recent and relevant literature into clinical practice specific to health psychology and rehabilitation in oral and written format.

## 4 Oral Presentation

**Assessment Type**

Presentation

**Task Description**

You will have the choice to present either your completed treatment manual or prevention plan and deliver a 30-minute oral presentation + 10 minutes Question & Answer during scheduled class-time in Weeks 11 & 12.

The oral presentation are to include the following components:

- a) an overview of the area of interest with specific reference to issues of aetiology and its relevance to health psychology
  - b) theoretical orientations to support the treatment approach, health prevention or health promotion (depending on what you decide to present)
  - c) a rationale for the treatment protocol/health behaviour initiatives
  - d) evidence-based intervention to enhance prevention, promotion and the positive impacts to well-being or rehabilitation
  - e) therapist tools and support information should also be included
  - f) cultural responsiveness considerations associated with treatment plan
- A key outcome of the presentation is to demonstrate competency in dissemination of psychological knowledge in an engaging manner - including generation of audience participation

**Assessment Due Date**

Week 11 Thursday (28 Sept 2023) 8:59 am AEST

submit via Moodle

**Return Date to Students**

Review/Exam Week Thursday (12 Oct 2023)

Feedback via Moodle

**Weighting**

20%

**Minimum mark or grade**

70%

**Assessment Criteria**

- a) an overview of the area of interest with specific reference to issues of aetiology and its relevance to health psychology (10 marks)
- b) theoretical orientations to support the treatment approach, health prevention or health promotion (depending on what you decide to present) (20 marks)
- c) a rationale for the treatment protocol/health behaviour initiatives (10 marks)
- d) evidence-based intervention to enhance prevention, promotion and the positive impacts to well-being or rehabilitation (20 marks)
- e) therapist tools and support information should also be included (20 marks)
- f) cultural responsiveness considerations associated with treatment plan (10 marks)
- g) student reflections on the topic and development of manual or plan (10 marks)

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Submit via Moodle

**Learning Outcomes Assessed**

- Critically appraise and integrate recent and relevant literature into clinical practice specific to health psychology and rehabilitation in oral and written format.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

**What is a breach of academic integrity?**

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

**Why is academic integrity important?**

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

**Where can I get assistance?**

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

**What can you do to act with integrity?**

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem