

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	PSYCHOSOCIAL ASPECTS OF HEALTH BEHAVIOUR
Unit ID:	HEALT1705
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	069999

Description of the Unit:

This unit provides students with an understanding of the key psychological principles and techniques underlying healthy behaviour and physical activity involvement. It addresses the psychosocial factors that influence participation in physical activity across the lifespan in the context of the overall health of individuals and communities. The relationship between physical activity and psychological well-being will be critically examined, including the influence of exercise on quality of life. In the context of an interviewing and helping skills framework, students will apply basic psychological principles and interventions to the adoption and maintenance of physical activity in individuals, communities and special populations.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Describe psychosocial factors that influence participation in physical activity across the lifespan.
- K2.** Explain the influence of physical activity on psychological outcomes, including quality of life.
- K3.** Identify psychological interventions to promote health behaviour change and physical activity in individuals, small groups, communities and special populations.
- K4.** Describe basic motivational and helping skills to promote the adoption and maintenance of physical activity.
- K5.** Identify the skills required to interact effectively with others to be able to successfully interview and engage a client to improve a more healthy and active lifestyle.

Skills:

- S1.** Critically evaluate physical activity participation from a psychosocial perspective.
- S2.** Describe and critically evaluate research in exercise psychology and behaviour modification.
- S3.** Reflect on and document one's own and others experiences in psychological aspects of physical activity participation.
- S4.** Plan and present information about the application of psychological principles to particular individuals and programs about healthy behaviour including increased physical activity and better lifestyle choices.
- S5.** Develop self-awareness about personal communication strengths and weaknesses and apply techniques to improve them in order to enhance discussions with clients about healthy living.

Application of knowledge and skills:

- A1.** Apply basic psychological principles and techniques to the adoption and maintenance of physical activity regimens.
- A2.** Deliver basic and effective communication techniques to determine the psychosocial aspects of behaviour change of others, and explain those behaviour change concepts to enhance motivation.

Unit Content:

The content of this unit will focus on students understanding of the interpersonal communication, psychological and social factors, and theoretical evidence that underlie healthy behaviour and physical activity involvement. Within a helping skills framework, students will learn basic verbal and non-verbal communication techniques to improve client interaction and uptake of healthy behaviour and physical activity participation. It addresses behavioural modification strategies to increase exercise adherence throughout the lifespan to help improve quality of life.

Learning Task and Assessment:

Students enrolled in an accredited program must meet all accreditation requirements, including achieving 90% attendance and active engagement in all scheduled classes for assessment task 1. Please review the course

description for full details.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K3, K5, S1-2, S5, A2.	Active engagement with all course content to complete formative assessments.	Engagement (and where required attendance) required to satisfy ongoing formative assessments.	Satisfactory/Unsatisfactory
K5, S5, A2	Research key communication skills used and describe and apply one of these skills in an oral format.	Presentation	10-30%
K1, K4-5, S1-2, S4-5, A1-2.	Case study report based on the assessment of an individuals health behaviours and develop strategies to adopt or maintain health behaviours.	Case Study Written Report	30-50%
K1-K5, S1-S4, A1.	Review of material covered in both laboratory and lecture settings.	Theory Exam or Test	30-50%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)