

# Unit Outline (Higher Education)

**Institute / School:** Institute of Innovation, Science & Sustainability

**Unit Title:** Psychosocial Aspects of Health Behaviour

**Unit ID:** SCBFN1003

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** (HEALT1705)

**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 focusing on 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 a client-centred skills framework, students will apply basic psychological principles and interventions to the adoption and maintenance of physical activity in individuals, communities and diverse 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            | ■                   | ■ | ✓ | ■ | ■ | ■  |
| Intermediate            | ■                   | ■ | ■ | ■ | ■ | ■  |
| Advanced                | ■                   | ■ | ■ | ■ | ■ | ■  |

### 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 in 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.** Demonstrate 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. The unit will explore behavioural modification strategies to increase health advice adherence throughout the lifespan to help improve quality of life.

Topics may include:

- contribution of physical activity research to the development of interventions to encourage participation
- relevance of psychological factors to all forms of physical activity throughout human life
- role of psychosocial aspects of physical activity in the overall health of individuals and communities

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

| FEDTASK attribute and descriptor              |   | Development and acquisition of FEDTASKS in the Unit |                       |
|---|---|---|-----------------------|
|   |   | Learning Outcomes (KSA)                             | Assessment task (AT#) |
| FEDTASK 1<br>Interpersonal                    | <p>Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul> | K5, S4, A2  | AT1                   |
| FEDTASK 2<br>Leadership                       | <p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>   | N/A   | N/A                   |
| FEDTASK 3<br>Critical Thinking and Creativity | <p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Reflecting critically</li> <li>Evaluating ideas, concepts and information</li> <li>Considering alternative perspectives to refine ideas</li> <li>Challenging conventional thinking to clarify concepts</li> <li>Forming creative solutions in problem solving.</li> </ul>   | S1, S2  | AT2                   |

| FEDTASK attribute and descriptor             |  | Development and acquisition of FEDTASKS in the Unit |                       |
|--|--|---|-----------------------|
|  |  | Learning Outcomes (KSA)                             | Assessment task (AT#) |
| FEDTASK 4<br>Digital Literacy                | <p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>  | N/A   | N/A                   |
| FEDTASK 5<br>Sustainable and Ethical Mindset | <p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>Committing to social responsibility as a professional and a citizen</li> <li>Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>Implementing required actions to foster sustainability in their professional and personal life.</li> </ul> | N/A   | N/A                   |

**Learning Task and Assessment:**

| Learning Outcomes Assessed | Assessment Tasks  | Assessment Type           | Weighting |
|----------------------------|---|---------------------------|-----------|
| K5, S5, A2                 | Research key communication skills used to encourage behaviour change around healthy living 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           | Online theory test generally completed at the end-of-semester. Questions assess students' knowledge and skills as they relate to the psychology of physical activity. | Theory Exam or Test       | 30-50%    |

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)