



Unit Outline (Higher Education)

Institute / School:	Institute of Innovation, Science & Sustainability
Unit Title:	Health and Behaviour Change
Unit ID:	SCBFN3002
Credit Points:	15.00
Prerequisite(s):	(SCBFN1005 and SCBFN2001)
Co-requisite(s):	Nil
Exclusion(s):	(BEHAV3003 and PSYCB3105)
ASCED:	090701

Description of the Unit:

This unit is designed to provide students with an understanding of health behaviours, theories/models of health behaviour change, and effective methods of promoting public and individual health. Students will learn about and practice specific interventions that are used to assist people in changing their health behaviours, or to support them to better manage an existing health condition. Particular emphasis is placed on the development of communication, social, and problem-solving skills that are required when working with individuals in a health counselling or coaching context.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Identify and discuss the complexity of human health behaviour
- K2.** Identify and define the factors that contribute to health behaviours
- K3.** Discuss key theories and concepts related to changing health behaviour

Skills:

- S1.** Distinguish how behaviour can have an impact upon health
- S2.** Compare and critique the evidence used to support approaches to health behaviour change
- S3.** Propose a range of effective tools for health promotion
- S4.** Develop communication and problem-solving skills used in a counselling context

Application of knowledge and skills:

- A1.** Evaluate health behaviour using the scientific method
- A2.** Create a hypothetical treatment plan for health behaviour change
- A3.** Effectively translate ideas and the ideas of others in written reports and presentations

Unit Content:

Topics may include:

- What is health?
- Health behaviours
- Predicting behaviour using behaviour change models
- Promoting individual health
- Promoting public health

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 attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 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"> Using effective verbal and non-verbal communication Listening for meaning and influencing via active listening Showing empathy for others Negotiating and demonstrating conflict resolution skills Working respectfully in cross-cultural and diverse teams. 	S1, S4	AT2, AT3
FEDTASK 2 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"> Creating a collegial environment Showing self-awareness and the ability to self-reflect Inspiring and convincing others Making informed decisions Displaying initiative 	N/A	N/A
FEDTASK 3 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"> Reflecting critically Evaluating ideas, concepts and information Considering alternative perspectives to refine ideas Challenging conventional thinking to clarify concepts Forming creative solutions in problem solving. 	S2, A1,A2	AT2, AT3
FEDTASK 4 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"> Finding, evaluating, managing, curating, organising and sharing digital information Collating, managing, accessing and using digital data securely Receiving and responding to messages in a range of digital media Contributing actively to digital teams and working groups Participating in and benefiting from digital learning opportunities. 	A3	AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 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"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	S3	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1-K3, S1	Demonstrate and apply knowledge from the prescribed readings, lectures and tutorials in response to questions	Quizzes	10-20%
K1-3, S1-S3, A1, A3	Identify a person or community group to be a test case for a treatment plan for health behaviour change.	Written Assignment	30-40%
K3, S1-4, A1-A3	Develop a treatment plan (for the group involved in AT2) and present the findings.	Presentation	40-50%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)