



PSYC22002 *Health Psychology and Rehabilitation*

Term 2 - 2024

Profile information current as at 12/07/2025 05:45 pm

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 - 2024

- 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: 25%

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

Weighting: 50%

3. **Presentation**

Weighting: 25%

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 Student evaluation comments

Feedback

Students noted that there were too many assessments and assessments were very close together.

Recommendation

It is recommended that the number of assessments be reduced. Reducing the number of assessments will assist in spreading out the timing of assessments.

Feedback from Student evaluation comments

Feedback

Students requested that timing of assessments are revised to take into consideration submission broader course requirements, specifically thesis submission.

Recommendation

It is recommended that assessment due dates take into consideration the due date of students' major assessments in other units.

Feedback from Student evaluation comments

Feedback

Students noted that the assessment criteria were a bit broad, which reflected the nature of the topic, however it made it hard to move ahead without first seeking clarification.

Recommendation

It is recommended that the order of lecture topics be revised and specific lecture time is dedicated to providing a practical example of how a topic in health psychology can be matched with assessment requirements and marking criteria early in the unit. This is expected to strengthen the clarity of expectations and assist students to move ahead with their assessments.

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 - 25%	•		•
2 - Direct observation of procedural skills (DOPs) - 50%	•	•	
3 - Presentation - 25%		•	•

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

Supplementary

Health Psychology in Australia

(2017)

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

Cambridge University Press

Port Melbourne , VIC , Australia

ISBN: 9781316623954

Binding: Paperback

If you are having issues accessing the text at the Library website, copies can be purchased at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au> (search on the Unit code)

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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

The first edition of this text is Out of Print. There is a second edition in print, which can be purchased at the CQUni

Bookshop, if preferred: <http://bookshop.cqu.edu.au> (search on the Unit code)

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Supplementary

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

IT Resources

You will need access to the following IT resources:

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

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

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Claire Thompson Unit Coordinator

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Schedule

Week 1: Overview and Theories of Health - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
What is health? Overview and Theories of the concept of Health.	<p>Callahan, D. (1973). The WHO definition of 'health'. <i>The Concept of Health: The Hastings Center Studies</i>, 1(3), 77-87.</p> <p>Lerner, H., & Berg, C. (2015). The concept of health in One Health and some practical implications for research and education: what is One Health?. <i>Infection ecology & epidemiology</i>, 5(1), 25300.</p> <p>Maher, P. (1999). A review of 'traditional' Aboriginal health beliefs. <i>Australian journal of rural health</i>, 7(4), 229-236.</p> <p>Additional material on Moodle in e-reading list</p>	<p>Live Lectures on Thursday, 11/07 9.00am to 12.00pm on Zoom.</p> <p>Link will be available on Moodle.</p>

Week 2: Health and Stress/Traumatic Stress - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Health Psychology: main theories and field of practice.	<p>Miller, G., Chen, E., & Cole, S. W. (2009). Health psychology: Developing biologically plausible models linking the social world and physical health. <i>Annual review of psychology</i>, 60, 501-524.</p> <p>Leventhal, H., Weinman, J., Leventhal, E. A., & Phillips, L. A. (2008). Health psychology: The search for pathways between behavior and health. <i>Annual review of psychology</i>, 59, 477-505.</p> <p>Hepworth, J. (2006). The emergence of critical health psychology: Can it contribute to promoting public health?. <i>Journal of Health Psychology</i>, 11(3), 331-341.</p> <p>Additional material on Moodle in e-reading list</p>	<p>Live Lectures on Thursday, 18/07 9.00am to 12.00pm on Zoom.</p> <p>Link will be available on Moodle.</p>

Week 3: Identity and Health Behaviour - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Identity, Motivation and Health Behaviour.	<p>Hagger, M. S., Anderson, M., Kyriakaki, M., & Darkings, S. (2007). Aspects of identity and their influence on intentional behavior: Comparing effects for three health behaviors. <i>Personality and Individual Differences</i>, 42(2), 355-367.</p> <p>Oyserman, D., Fryberg, S. A., & Yoder, N. (2007). Identity-based motivation and health. <i>Journal of personality and social psychology</i>, 93(6), 1011.</p> <p>Oyserman, D., Smith, G. C., & Elmore, K. (2014). Identity-based motivation: Implications for health and health disparities. <i>Journal of Social Issues</i>, 70(2), 206-225.</p> <p>Refer to Moodle for readings</p>	<p>Live Lectures on Thursday, 25/07 9.00am to 12.00pm on Zoom.</p> <p>Link will be available on Moodle.</p>

Week 4: Motivational Interviewing & Intervention - Part 1 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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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	Live Lectures on Thursday, 01/08 9.00am to 12.00pm on Zoom. Link will be available on Moodle.
Week 5: Motivational Interviewing & Mental Skill Intervention - Part 2 - 05 Aug 2024		
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	<p>ASSESSMENT TASK 1: Written Assessment - Treatment Manual: Due Thursday of Week 5 at 16:55 AEST. Live Lectures on Thursday, 08/08 9.00am to 12.00pm on Zoom. Link will be available on Moodle.</p> <p>Treatment Manual Due: Week 5 Thursday (8 Aug 2024) 4:55 pm AEST</p>
MID-TERM BREAK - 12 Aug 2024		
Module/Topic	Chapter	Events and Submissions/Topic
No lecture this week		No Live Sessions
Week 6: Habit theory and interventions - 19 Aug 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Habit theory and interventions in health-related behaviours.	<p>Gardner, B. (2015). A review and analysis of the use of 'habit' in understanding, predicting and influencing health-related behaviour. <i>Health psychology review</i>, 9(3), 277-295.</p> <p>Hawlder, M. D. H., Mozid, N. E., Sharmin, S., Monju, I. H., Ahmed, S. B., Sarker, W., ... & Dalal, K. (2023). The art of forming habits: applying habit theory in changing physical activity behaviour. <i>Journal of Public Health</i>, 31(12), 2045-2057.</p> <p>Additional sources of information available on Moodle in e-reading list</p>	Live Lectures on Thursday, 22/08 9.00am to 12.00pm on Zoom. Link will be available on Moodle.
Week 7: Chronic Disease, Chronic Pain and Cancer - 26 Aug 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Health behaviours to facilitate wellbeing in Chronic Diseases - Diabetes, Cancer and Chronic Pain.	<p>Seib, C., Parkinson, J., McDonald, N., Fujihira, H., Zietek, S., & Anderson, D. (2018). Lifestyle interventions for improving health and health behaviours in women with type 2 diabetes: A systematic review of the literature 2011-2017. <i>Maturitas</i>, 111, 1-14.</p> <p>Pinto, B. M., Eakin, E., & Maruyama, N. C. (2000). Health behavior changes after a cancer diagnosis: what do we know and where do we go from here?. <i>Annals of Behavioral Medicine</i>, 22(1), 38-52.</p> <p>Anderson, R. J., Hurley, R. W., Staud, R., & Robinson, M. E. (2016). Cognitive-motivational influences on health behavior change in adults with chronic pain. <i>Pain Medicine</i>, 17(6), 1079-1093.</p> <p>Additional sources of information available on Moodle in e-reading list</p>	<p>ASSESSMENT TASK 2: DOPS Motivational Interviewing Skills Video recording session 1 due, Friday Week 7 16:55 AEST</p> <p>Live Lectures on Thursday, 29/08 9.00am to 12.00pm on Zoom. Link will be available on Moodle.</p>

Week 8: Eating disorders - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Health Behaviours in Eating Disorders: Obesity and Anorexia Nervosa	Teixeira, P. J., & Marques, M. M. (2018). Health behavior change for obesity management. <i>Obesity facts</i> , 10(6), 666-673. Kleifield, E. I., Wagner, S., & Halmi, K. A. (1996). Cognitive-behavioral treatment of anorexia nervosa. <i>Psychiatric Clinics of North America</i> , 19(4), 715-737. Additional material on Moodle in e-reading list	Live Lectures on Thursday, 05/09 9.00am to 12.00pm on Zoom. Link will be available on Moodle.

Week 9: Sexual Health - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Sexual Health - Compulsive Sexual Behaviour, Rape and Safe Sex Behaviours.	Blycker, G. R., & Potenza, M. N. (2018). A mindful model of sexual health: A review and implications of the model for the treatment of individuals with compulsive sexual behavior disorder. <i>Journal of Behavioral Addictions</i> , 7(4), 917-929. Vickerman, K. A., & Margolin, G. (2009). Rape treatment outcome research: Empirical findings and state of the literature. <i>Clinical psychology review</i> , 29(5), 431-448. Lou, J. H., & Chen, S. H. (2009). Relationships among sexual knowledge, sexual attitudes, and safe sex behaviour among adolescents: A structural equation model. <i>International journal of nursing studies</i> , 46(12), 1595-1603. Refer to Moodle for readings	ASSESSMENT TASK 2: DOPS Motivational Interviewing Skills Video recording session 2 & written critique due, Friday Week 9 16:55 AEST Live Lectures on Thursday, 12/09 9.00am to 12.00pm on Zoom. Link will be available on Moodle. Motivational Interviewing Skills Videos Due: Week 9 Thursday (12 Sept 2024) 4:55 pm AEST

Week 10: Grief and loss - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Healthy Behaviours - Factors, Predictors and Efficacy.	Von Ah, D., Ebert, S., Ngamvitroj, A., Park, N., & Kang, D. H. (2004). Predictors of health behaviours in college students. <i>Journal of advanced nursing</i> , 48(5), 463-474. Walters, R., Leslie, S. J., Polson, R., Cusack, T., & Gorely, T. (2020). Establishing the efficacy of interventions to improve health literacy and health behaviours: a systematic review. <i>BMC public health</i> , 20, 1-17. Aboud, F. E., & Singla, D. R. (2012). Challenges to changing health behaviours in developing countries: a critical overview. <i>Social science & medicine</i> , 75(4), 589-594. Additional material on Moodle in e-reading list	Live Lectures on Thursday, 19/09 9.00am to 12.00pm on Zoom. Link will be available on Moodle.

Week 11: Assessment Task 3: Presentation of Treatment Manual or Prevention Plan - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Oral Presentations	No assigned readings for this week.	ASSESSMENT TASK 3: Presentation of prevention plan Live Presentations on Thursday, 26/09 9.00am to 12.00pm on Zoom. Link will be available on Moodle.

Week 12: Presentations of Treatment Manual - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Oral Presentations	No assigned readings for this week.	ASSESSMENT TASK 3: Presentation of prevention plan Live Presentations on Thursday, 03/10 9.00am to 12.00pm on Zoom. Link will be available on Moodle. Oral Presentation: Prevention Plan Due: Week 12 Thursday (3 Oct 2024) 4:55 pm AEST

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		No Live Sessions

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		No Live Sessions

Term Specific Information

Lectures will be on Zoom in Term 2 2024.

Assessment Tasks

1 Treatment Manual

Assessment Type

Written Assessment

Task Description

Assessment 1 - Written Assessment: Treatment manual

Assessment Weight: 25%

Purpose: Treatment manuals are useful therapeutic aids to assist therapist in providing evidence-based treatment to meet the needs of their client. Whilst some treatment manuals are created to introduce therapists to overarching treatment protocols, in the field of Health Psychology, patience experience additional challenges that impact their presentation, treatment adherence and recovery. Therefore for treatment manuals to be appropriate for Health Psychology contexts, they must incorporate therapeutic approaches that fit the need of the client by taking into account specific health contexts and condition. As a psychologist, you understand research and practice however it is also important to develop skills to communicate complex topics to clients in a way that they understand, in a way that is useful to them and in a way that meets the need of your client.

Aim: The aim of this task is to build your ability to create therapeutic tools that incorporate treatment, theory and practice in order to meet the need of your clients within a Health Psychology context. You will help yourself and your fellow class members by sharing practical and helpful resources for practice within a clinical health setting.

Requirement: You are required to develop an information and treatment manual on a chosen area of health psychology that is appropriate for use by a clinical psychologist. The treatment manual must include the following information:

- An overview of the area of interest with specific reference to issues of aetiology and problem maintenance
- Aspects of therapeutic interventions
- A rationale for the treatment protocol along with a discussion of potential treatment problems and solutions
- Therapeutic tools and support information

Format and style: References and formatting are to adhere to APA standards and guidelines. All information provided 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 (8 Aug 2024) 4:55 pm AEST

Return Date to Students

Week 6 Friday (23 Aug 2024)

Weighting

25%

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

Submission Instructions

Written Assignment needs to be submitted in the MS Word format.

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.

2 Motivational Interviewing Skills Videos

Assessment Type

Direct observation of procedural skills (DOPs)

Task Description**Motivational Interviewing Skills Videos**

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 9 Thursday (12 Sept 2024) 4:55 pm AEST

Return Date to Students

Week 11 Friday (27 Sept 2024)

Weighting

50%

Assessment Criteria**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

Videos must be submitted in .MP4 or .AVI formats through Echo360.

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 Oral Presentation: Prevention Plan

Assessment Type

Presentation

Task Description

Oral Presentation: Prevention Plan

Develop a prevention plan appropriate for use by a clinical psychologist and make a presentation suitable for practitioners.

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 prevention plan must be presented with discussion of potential problems and solutions
- d) evidence-based intervention to enhance prevention, promotion and the positive impacts to wellbeing
- 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 presentation will include the following information:

- f) Elements a) - e) from the prevention plan
- g) cultural responsiveness considerations associated with treatment plan for non-dominant minorities studied in this Unit (e.g., developing countries, Australian Aboriginal and Torres Islanders People, adolescents, and women)

A key outcome of the presentation is to demonstrate competency in dissemination of psychological knowledge in an engaging manner considering the audience's characteristics.

The MS PowerPoint presentation must be uploaded on Moodle.

Assessment Due Date

Week 12 Thursday (3 Oct 2024) 4:55 pm AEST

Return Date to Students

Exam Week Friday (18 Oct 2024)

Weighting

25%

Assessment Criteria**The following marking criteria will be applied:**

- 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 health prevention or health promotion (20 marks)
- c) a rationale for the health behaviour initiatives (10 marks)
- d) evidence-based intervention to enhance prevention, promotion and the positive impacts to wellbeing or rehabilitation (20 marks)
- e) therapist tools and support information should also be included (20 marks)
- f) cultural responsiveness considerations associated with prevention plan for at least one non-dominant group (10 marks)
- g) audience engagement and communication skills (10 marks)

Referencing Style

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

Submission

Online

Submission Instructions

Presentation must be submitted in the MS PowerPoint format and will be presented Live on Zoom.

Learning Outcomes Assessed

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