Faculty of Education and Arts
School of Humanities & Social Science
http://www.newcastle.edu.au/school/hss/

SOCA2490 - Psychology & Sociology for Occupational Therapy 2
Course Outline

Course Co-ordinator:
Dr Helen Belcher
Room: W349, Behavioural Sciences Building
Ph: 02 49216348
Fax: 02 49216902
Email: Helen.Belcher@newcastle.edu.au
Consultation hours: Tuesday 1000-1200

Teaching staff:
Psychology strand:
Ms Jen Hickey
Email: Jennifer.Hickey@studentmail.newcastle.edu.au
Consultation hours: by appointment

Sociology strand:
Lena Rodriguez
Room: W314, Behavioural Sciences Building
Phone: 02 4921 5094
Fax: 02 4921 6902
Email: Lena.Rodriguez@newcastle.edu.au
Consultation hours: please see Blackboard for details

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2008
CTS Download Date: 17th June 2008
Semester: Semester 2 – 2008

Unit Weighting: 10

Teaching Methods:
- Lecture
- Tutorial

Brief Course Description:

This course complements the core studies and practical experiences of second year occupational therapy students. It contains a psychological and sociological component.

a) The psychological component explores psychological issues relevant to the practice of Occupational Therapy, including illness and disability. It focuses on the Biopsychosocial model of health. Topics may include the psychological aspects of pain and stress, grief and bereavement, and communication and compliance. It covers both phenomenal and practical domains.

b) The sociological component focuses on the social context; the social processes and structures that shape and influence the Biopsychosocial model of health, health care practices and policies. In particular it examines the role of, and tension between, stakeholders in the development of health care practices and health policy.

The Psychology component is not part of an Australian Psychological Society accredited sequence.

Contact Hours:

Psychology: 1 hour lecture, and 1 hour tutorial per week for 7 weeks
AND
Sociology: 1 hour lecture, and 1 hour tutorial per week for 7 weeks

Learning Materials/Texts:

Psychology: Tutorial Reading List on SOCA2490 Blackboard site.

Recommended texts and readings:

Sociology textbook:

Available for purchase from United Campus Bookshop.

Recommended texts:

Further resources listed on the SOCA2490 Blackboard site
**Course Objectives:**

On completing this course students will be able to:
- Identify and discuss features of the Australian health care system
- Demonstrate knowledge of the biopsychosocial model of health
- Examine the connections between lifestyle factors and health and illness
- Analyse the impact of power, politics and ideology upon the model of health care, health care policies and practices evident in the Australian health care system
- Identify and critically analyse the role of structural interests in the construction and delivery of health care
- Explore and evaluate responses of occupational therapists and health consumers to key sociopolitical and medical factors impacting upon health.

**Course Content:**

Topics may include:
- The Australian health care system with reference to the international context
- Illness and disability
- Models of health
- The social context of individual behavioural choices
- Relationships between physical and emotional health
- The impact of individual differences
- The role of politics, ideology and power
- Structural interests
- The role of occupational therapy
- The role of health care consumers.

**Assessment Items:**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Psychology - 1800 word essay worth 20%</th>
<th>Due 4pm Thursday 4th September</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Formal</td>
<td>Psychology - two hour exam worth 30% held in</td>
<td>End of semester examination period</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Sociology - weekly class exercise worth 5% each 20% in total</td>
<td>Due in weeks 3, 4, 5 &amp; 6</td>
</tr>
<tr>
<td>Examination: Formal</td>
<td>Sociology - one hour exam essay worth 30% held in end of semester examination period</td>
<td>End of semester examination period</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Students must achieve a passing grade in both the psychology and sociology components of the assessment for this course.</td>
<td></td>
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</tbody>
</table>

**Assessment details:**

**Psychology:**

Essay due 4pm Thursday 4th September worth 20%

The essay topic and marking criteria will be posted on Bb three weeks prior to due date.

**Sociology:**

Weekly class exercise Weeks 3, 4, 5 & 6 each worth 5% making a total of 20%

Students will be expected to come to class having read the set readings and be prepared to discuss the assigned tutorial exercise. Each student should provide a one page (250 words) summary of their work at the conclusion of the class.

Please note only the first 250 words of each exercise will be marked.
Combined Psychology/Sociology 3 hour end of semester exam:

- Psychology worth 30%
  - 100 multiple choice questions
- Sociology worth 30%
  - One sighted exam question from a choice of two questions

Assumed Knowledge:

PSYC1030, SOCA1200

Callaghan Campus Timetable

SOCA2490

PSYCHOLOGY & SOCIOLOGY FOR OCCUPATIONAL THERAPY 2

Enquiries: School of Humanities and Social Science
Semester 2 - 2008

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Wednesday</th>
<th>12:00 - 14:00</th>
<th>[NURSTH]</th>
<th>Psychology &amp; Sociology - Wks 1-7 only</th>
</tr>
</thead>
<tbody>
<tr>
<td>and Tutorial</td>
<td>Wednesday</td>
<td>14:00 - 15:00</td>
<td>[RW2-30]</td>
<td>Psychology: Wks 1-7 only</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>15:00 - 16:00</td>
<td>[HA64]</td>
<td>Psychology: Wks 1-7 only</td>
</tr>
<tr>
<td>and Tutorial</td>
<td>Wednesday</td>
<td>14:00 - 15:00</td>
<td>[HA110]</td>
<td>Sociology: Wks 1-7 only</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday</td>
<td>15:00 - 16:00</td>
<td>[HA68]</td>
<td>Sociology: Wks 1-7 only</td>
</tr>
</tbody>
</table>

Plagiarism:

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another’s ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items:

Students may be required to provide written assessment items in electronic form as well as hard copy.
Marks and Grades Released During Term:
All marks and grades released during the semester, are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations:

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:
1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.


Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be received no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.

Changing your Enrolment:

The census date below is the last date to withdraw without academic penalty. For onshore students, withdrawal on or before the census date means no financial penalty.

For semester 2 courses: 31 August 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online, please refer to myHub - Self Service for Students [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)
Faculty Information:

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia.

The four Student Hubs are located at:
- **Callaghan campus**
  - Shortland Hub: Level 3, Shortland Union Building
  - Hunter Hub: Student Services Centre, Hunter side of campus
- **City Precinct**
  - City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct
- **Ourimbah campus**
  - Ourimbah Hub: Administration Building

For Port Macquarie students, contact your program officer or EnquiryCentre@newcastle.edu.au, phone 4921 5000
For Singapore students, your first point of contact is your PSB Program Executive

Faculty websites:
- Faculty of Business and Law
- Faculty of Education and Arts
- Faculty of Engineering and Built Environment
- Faculty of Health
- Faculty of Science and Information Technology

Contact details:
- Callaghan, City and Port Macquarie
  Phone: 02 4921 5000
  Email: EnquiryCentre@newcastle.edu.au
- Ourimbah
  Phone: 02 4348 4030
  Email: EnquiryCentre@newcastle.edu.au

Dean of Students:
- Resolution Precinct
  Phone: 02 4921 5806
  Fax: 02 4921 7151
  Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah):
- Phone: 02 4348 4123
- Fax: 02 4348 4145
- Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline:

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards
Students with a disability or chronic illness:

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Studentmail and Blackboard:

Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information:

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
# Weekly Outline:

## Psychology:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Tutorial Topics and Readings (To increase tutorial benefits please read the weekly readings prior to tutorial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>30/07/2008</td>
<td>Theories in Health Psychology</td>
<td>Stages of Change</td>
</tr>
<tr>
<td>3</td>
<td>06/08/2008</td>
<td>Behavioural and Psychometric Assessments</td>
<td>Psychometric and Behavioural Assessments</td>
</tr>
<tr>
<td>4</td>
<td>13/08/2008</td>
<td>Lifestyle Choices</td>
<td>Lifestyle Choices</td>
</tr>
<tr>
<td>5</td>
<td>20/08/2008</td>
<td>Stress</td>
<td>Stress</td>
</tr>
<tr>
<td>6</td>
<td>27/08/2008</td>
<td>Chronic Pain</td>
<td>Chronic Pain</td>
</tr>
<tr>
<td>7</td>
<td>03/09/2008</td>
<td>Drug, Alcohol and Addiction</td>
<td>Drug, Alcohol and Addiction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The world of drinking: national alcohol control experiences in 18 countries. Addiction 2008 Vol 103 pp 721-725</td>
</tr>
</tbody>
</table>

**Examination period: Tuesday 10th November to Friday 28th November**
## Sociology:

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Tutorial Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>23/07/2008</td>
<td>The Australian health care system: politics and interests</td>
<td>Course outline</td>
</tr>
<tr>
<td></td>
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<tr>
<td>2</td>
<td>30/07/2008</td>
<td>Concepts and frameworks of health</td>
<td>Chapter 3: pp. 46 - 73&lt;br&gt;Belcher, H., 2005, ‘Power, Politics and Health Care’ in&lt;br&gt;Germov, J. (Ed.), <em>Second Opinion: An Introduction to Health Sociology</em>, OUP, Melbourne: 267-287&lt;br&gt;&lt;strong&gt;For discussion:&lt;/strong&gt;&lt;br&gt;‘Targeting universal health care to the most disadvantaged and a greater emphasis on private sector involvement in health care are two features of reform within the Australian health care system over the past decade. What is your response to these strategies? Consider and discuss the benefits and disadvantages for health care providers and consumers’ (Taylor et.al., 2008: 73).</td>
</tr>
<tr>
<td>3</td>
<td>6/08/2008</td>
<td>Fields of health service provision</td>
<td>Chapters 1 &amp; 2: pp. 3 - 45&lt;br&gt;&lt;strong&gt;Tutorial exercise 1:&lt;/strong&gt;&lt;br&gt;‘Examine and discuss the history and origins of your health care discipline. To what extent has it been influenced by biomedicine and how strongly is biomedicine represented in your discipline’s educational curricula? What are some of the implications for your practice (Taylor et.al., 2008: 45)?</td>
</tr>
<tr>
<td>4</td>
<td>13/08/2008</td>
<td>The policy context</td>
<td>Chapter 4: pp. 74 -102&lt;br&gt;&lt;strong&gt;Tutorial exercise 2:&lt;/strong&gt;&lt;br&gt;‘Consider the example of an individual who has multiple health conditions; for example an acquired neurological injury and mental illness. What do you think might be some of the problems in terms of access to care and ongoing care given the current organisation of health care services’ (Taylor et.al., 2008: 102)? You should also consider the impact of geographical location and socioeconomic status on access to care and ongoing care.</td>
</tr>
<tr>
<td>5</td>
<td>20/08/2008</td>
<td>Contemporary health care practice</td>
<td>Chapter 6: pp. 131 - 160&lt;br&gt;&lt;strong&gt;Tutorial exercise 3:&lt;/strong&gt;&lt;br&gt;‘Discuss the strengths and limitations of the Medicare initiatives covering non-medical services for people with chronic and complex conditions. What do you think are the implications for professional practice? For consumer behaviour’ (Taylor et.al., 2008: 159)?</td>
</tr>
</tbody>
</table>

**Examination period:** Tuesday 10 November to Friday 28 November 2008
<table>
<thead>
<tr>
<th>Student Name:</th>
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<tbody>
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<td>Student ID:</td>
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<td>Marker:</td>
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<table>
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<tr>
<th>Points:</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of material covered in reading.</td>
<td>Material covered in the set reading not discussed.</td>
<td>Some understanding of the material covered in set reading.</td>
<td>Good understanding of the material covered in the set reading.</td>
<td>Very good understanding of the material covered in the set reading.</td>
<td>Detailed, critical understanding of the material covered in the set reading.</td>
<td></td>
</tr>
<tr>
<td>Ability to apply theory to the tutorial exercise.</td>
<td>A general discussion rather than a detailed analysis.</td>
<td>Some understanding and ability to apply to the tutorial exercise.</td>
<td>Good analysis and application to tutorial exercise.</td>
<td>Very good analysis showing critical insight as well as ability to apply theory.</td>
<td>Demonstrates high level of original thought and exceptional critical understanding.</td>
<td></td>
</tr>
<tr>
<td>Application to practice.</td>
<td>No application to practice.</td>
<td>Some application to practice.</td>
<td>Application to practice supported by references.</td>
<td>Very good application to practice that is tied to theory.</td>
<td>Insightful and critical use of additional appropriate sources to support application to practice.</td>
<td></td>
</tr>
<tr>
<td>Clarity of presentation</td>
<td>Not well presented, contains errors and inconsistencies or too wordy.</td>
<td>Adequate presentation.</td>
<td>The material shows insight, and is clearly and concisely presented.</td>
<td>Evidence of very good research and well presented.</td>
<td>Exemplary analysis demonstrating very high level of research and excellent presentation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments:</th>
<th>Total Score</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>20</td>
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