

## HLTHPSYC 122 Behaviour, Health & Development

<b>Semester:</b>	2
<b>Points Value:</b>	15
<b>Co-requisites:</b>	N/A
<b>Pre-requisites:</b>	N/A
<b>Course Coordinators:</b>	Dr Suzanne Stevens - s.stevens@auckland.ac.nz Dr Karolina Stasiak - k.stasiak@auckland.ac.nz
<b>Senior Tutor:</b>	Lisa Underwood - l.underwood@auckland.ac.nz
<b>Course Administration:</b>	Sherie Crosby - hlthpsyc122admin@auckland.ac.nz
<b>Lecturers:</b>	Dr Suzanne Stevens Dr Karolina Stasiak Dr Lisa Underwood Professor Sally Merry Associate Professor Nathan Consedine Dr Tony Fernando Dr Grant Christie Dr Theresa Fleming Dr Anna Friis Dr Jude McCool
<b>Recommended Text:</b>	Psychology and Life: 2 <sup>nd</sup> Australasian Edition, Gerrig, Zimbardo, Campbell, Cumming and Wilkes, 2012. Pearson Australia.
<b>Assessment:</b>	Course work 40 % Final Exam (3 hours) 60 % <b>Course work components:</b> One written assignment (20%) Mid-semester test (20%)
<b>Course Requirements:</b>	Minimum pass mark for course work and/or final examination: 50% of combination of course work, mid-term test and final examination
<b>Course Outline:</b>	The course consists of: 2 x 1 hour lectures per week (total 24) 10 x 1.5 hour tutorials weekly, except for first week of semester and during week of mid-semester test

**Course Description:**

The Behaviour, Health and Development course provides the conceptual foundations for understanding the behaviour of people. The course is structured around the biopsychosocial lifespan model, which provides a framework for integrating the biological, psychological, and social perspectives on human behaviour, health and development. The objective is to enable students to apply the principles and theory to their own health behaviour, their health care practice and their understanding of the health, behaviour and development of their patients.

For instance, behaviour such as aggression can only be fully understood if we take into account biological factors such as the role of testosterone, psychological factors such as reinforcement for aggressive acts, and social factors such as role models. Similarly, a complete understanding of an illness, such as schizophrenia, can only be obtained by taking into account genetic predispositions, alterations to brain functions and exposure to psychosocial stressors.

This course revolves around lectures and small group tutorials. Lectures are presented face-to-face and also recorded to aid revision. These begin with an overview of the brain and nervous system to provide a basis for the biological understanding of human behaviour and development. Mental processes, such as perceiving the world, memory, thinking, decision making and problem solving, and how they develop across the life span are then addressed. The way in which people learn is analysed together with how health professionals can use principles of learning to modify behaviour. Finally, social and emotional influences on health behaviour are evaluated and the concepts of health psychology and psychopathology are introduced.