



COURSE OUTLINE

MHN708

Lifestyle Factors and Mental Health

Course Coordinator: Christina Driver (cdriver@usc.edu.au) **School:** Thompson Institute

2022 | Semester 1

Online

ONLINE

You can do this course without coming onto campus.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Nutrition, physical activity, sleep, substance use, stress management, social networks and the environment are all lifestyle factors that shape and impact mental health and wellbeing. Lifestyle interventions are behaviours and actions that an individual can modify or change to improve their mental and brain health. In this course you will cover the emerging evidence base in lifestyle medicine and explore ways this approach can be adopted as an early intervention strategy as well as how it can supplement other therapies in the treatment of mental health disorders.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – The online activities will include a combination of videos, peer to peer collaboration, asynchronous online materials, and lecturer and peer zoom drop-ins.	3hrs	Week 1	13 times

1.3. Course Topics

- The importance of lifestyle factors when it comes to mental health
- Risk factors for health compromising behaviours
- Mental capital and the economics of mental health & wellbeing
- The environment and mental health: From urbanicity to green spaces
- The impact of sleep-wake cycles and circadian rhythms on mental health
- Physical activity: How does it boost thinking skills, brain health?
- The role of nutrition and the gut-brain axis
- Mindfulness, meditation, mental health
- Social connectedness: More than a network
- Substance use and mental health problems: Common and complex
- The glymphatic system: How lifestyle factors help the brain to detox
- Lifestyle psychiatry

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Select and evaluate current and emerging approaches to mental health disorders, as well as propose novel approaches, based on current practice and theory in lifestyle medicine.	Creative and critical thinker
2 Argue persuasively for multidisciplinary approaches to complex mental health disorders to target a specific audience, based on neuroscientific evidence.	Empowered
3 Critique multidisciplinary lifestyle medicine approaches to mental health disorders against the limitations of traditional approaches, and address the affordances, methods of approach and impact when proposing new approaches.	Sustainability-focussed
4 Apply advanced communication skills to targeted audiences using relevant presentation genres.	Empowered

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in Program AR602.

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Weeks 3 and 4 will include learning activities and opportunities to discuss and review your assessment 1 draft, with feedback provided. Drop-in sessions will be available for extended discussion and review of the assessment tasks requirements and scope.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	20%	1500 words (750 words per case example)	Week 5	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	30%	10 minute presentation 10 Slides maximum	Week 9	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	50%	4000 words	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Lifestyle community initiatives

GOAL:	This assessment has been designed to demonstrate your understanding, and evaluation of, current approaches to lifestyle interventions to improve mental health in the community. You will appropriately select and present two case examples of current community based interventions and explain why they are being implemented. You will then evaluate their effectiveness based on current practice evidence and suggest potential future avenues for such initiatives.		
PRODUCT:	Written Piece		
FORMAT:	Written piece. More information will be provided in your task folder.		
CRITERIA:	No.		Learning Outcome assessed
	1	Appropriate selection of current community approaches to mental health disorders.	1
	2	Evaluation of current approaches to mental health disorders based on current practice and theory in lifestyle medicine.	1
	3	Proposal of novel approach to addressing a mental health disorder based on current practice and theory in lifestyle medicine.	1

All - Assessment Task 2: Grant funding pitch

GOAL:	This assessment has been designed to assess your ability to communicate your knowledge succinctly and persuasively. You will be asked to prepare a 10 minute presentation in the form of a grant pitch, to persuade the audience to acknowledge the issue you have selected, the burden of the problem, and the subsequent potential impact of a novel lifestyle approach to mental disorders in the community.
PRODUCT:	Oral and Written Piece
FORMAT:	Audio visual presentation Fact checker document and transcript of script to be included in the submission. Examples will be in your task folder.

CRITERIA:	No.	Learning Outcome assessed
	1	Argument of approach in persuasive manner. 2
	2	Argument of approach based on neuroscientific evidence. 2
	3	Proposal of novel approach based on current practice and theory in lifestyle medicine. 1
	4	Critique of approach addressing impacts. 3
	5	Application of communication skills pitching to relevant target audience. 4

All - Assessment Task 3: Grant/funding application

GOAL:	The goal of this assessment is to produce a mock grant/funding application for a multidisciplinary lifestyle medicine community intervention or research program, to address a specific mental health issue. You will be provided with a mock application proforma to guide your submission which will include addressing limitations of past approaches, affordances and suggested methodology of your proposed approach, and a discussion of its impacts.												
PRODUCT:	Written Piece												
FORMAT:	Written piece in the style of a grant/funding application. Guidelines and examples will be provided in your task folder.												
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Critique of limitations of traditional approaches 3</td> </tr> <tr> <td>2</td> <td>Proposal of affordances of multidisciplinary approach 3</td> </tr> <tr> <td>3</td> <td>Proposal of methods of approach 3</td> </tr> <tr> <td>4</td> <td>Address the impact of the multidisciplinary approach 3</td> </tr> <tr> <td>5</td> <td>Application of communication skills pitching to relevant target audience. 4</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Critique of limitations of traditional approaches 3	2	Proposal of affordances of multidisciplinary approach 3	3	Proposal of methods of approach 3	4	Address the impact of the multidisciplinary approach 3	5	Application of communication skills pitching to relevant target audience. 4
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7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

All work submitted for assessment is to be word processed and submitted electronically. It is expected that

students will have ready access to a computer with common productivity software and reliable Internet access. Students will be able to participate in video conferencing, and therefore it is recommended to have computer capabilities to join these sessions (e.g. webcam, microphone).

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Additional assessment requirements

If standard graded course, add:

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task

10% (of the assessment task's identified value) for the third day

20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task

A result of zero is awarded for an assessment task submitted seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au