



## COURSE OUTLINE

# PSY103 Applied Psychology in Health Care

**School:** School of Health - Psychology

2026 | Trimester 1

UniSC Sunshine Coast

BLENDED LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [usc.edu.au](http://usc.edu.au) 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

This course provides students who are working in applied health care with knowledge and understanding of the core psychological issues that will be important when managing clients in health care settings, particularly in paramedic science and psychology settings. There is a focus on gaining an awareness of psychological processes that relate to self and others and also how to communicate effectively in an interdisciplinary setting.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
Learning materials – 1-hour online material to review on Canvas in student's own time	1hr	Week 1	12 times
Tutorial/Workshop 1 – On-campus Workshop - 2 hours	2hrs	Week 2	11 times

### 1.3. Course Topics

The topics covered in this course address psychological processes as they relate to the self and other in a healthcare context. The topics include: trauma, stress, coping, fitness to practice, developmental psychology and how they relate to healthcare, neuropsychology and the impact of brain injury, death and grief, health literacy and health communication, situational awareness, and impacts of childhood trauma and violence.

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

## 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 MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Paramedicine Board of Australia
① Explain concepts, theories, and research relating to psychology in health care contexts.	Knowledgeable Creative and critical thinker	3.2.b, 5.2.b, 5.3.e, 5.3.f
② Describe psychological processes relating to self and others.	Knowledgeable Creative and critical thinker Empowered	2.1.f, 3.2.b, 5.2.b, 5.3.e, 5.3.f
③ Communicate knowledge effectively within relevant discipline (paramedic science and psychology) and professional practice.	Knowledgeable Empowered	2.1.f, 3.2.b

\* Competencies by Professional Body

CODE	COMPETENCY
<b>PARAMEDICINE BOARD OF AUSTRALIA</b>	
2.1.f	Identify and effectively manage communication barriers, including anxiety and stress, specific to individual patients and/or carers.
3.2.b	Demonstrate a logical and systematic approach to problem-solving and situation analysis.
5.2.b	Identify patients who are vulnerable or otherwise most at risk including those with mental health issues particularly Aboriginal and Torres Strait Islander Peoples.
5.3.e	Understand psychological and social factors, including intergenerational trauma that impact and influence an individual in health and illness.
5.3.f	Understand the clinical sciences underpinning paramedic practice, including physiological, pharmacological, behavioural and functional.

#### 5. Am I eligible to enrol in this course?

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

##### 5.1. Pre-requisites

Enrolled in Program SC306, SC395, AR374, AR403 or AR405

##### 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

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussions with the course coordinator. Workshops will include extended discussion and review of the assessment task 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	Quiz/zes	Individual	30%	30-minutes	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Written Piece	Individual	20%	500 words	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	50%	1500 words	Week 12	Online Submission

#### All - Assessment Task 1: Online Quizzes

<b>GOAL:</b>	The purpose of this task is for you to identify and describe foundational concepts and theories underpinning applied psychology in health care. These quizzes will assist in providing feedback on your learning throughout the course.	
<b>PRODUCT:</b>	Quiz/zes	
<b>FORMAT:</b>	<p>This task requires you to complete a series of online quizzes (3 quizzes). Each quiz will focus on the content covered in the related weeks of the course.</p> <p>Quizzes will be activated for a period of seven days only and will be due in between Weeks 4 and 12 of the teaching trimester. The final date of submission for these tasks will be determined once public holidays and the course timetable have been published prior to the commencement of trimester. Please refer to your course Canvas site at the commencement of the teaching trimester to confirm the due date for this assessment task.</p>	
<b>CRITERIA:</b>	<p><b>No.</b></p> <p>1 Accuracy and correctness of responses.</p> <p>2 Assessment criteria are mapped to the course learning outcomes.</p>	<b>Learning Outcome assessed</b>
<b>GENERIC SKILLS:</b>	Information literacy	

#### All - Assessment Task 2: Journal Article Review

<b>GOAL:</b>	The goal of this assessment task is to develop skills in researching and to build self-reflection capabilities.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	<p>The written piece will require students to write a report about a peer-reviewed journal article that they choose and relate the findings to their own circumstances and future career.</p> <p>This assessment task will be due between Weeks 3 - 5 of the teaching trimester. The final date of submission for this task will be determined once public holidays and the course timetable have been published prior to the commencement of trimester. Please refer to your course Canvas site at the commencement of the teaching trimester to confirm the due date for this assessment task.</p>	
<b>CRITERIA:</b>	<p><b>No.</b></p> <p>1 Identify and describe relevant theory related to psychology in healthcare.</p> <p>2 Relation of research findings to yourself through self-reflection.</p> <p>3 Communication of concepts and theories.</p>	<b>Learning Outcome assessed</b>
<b>GENERIC SKILLS:</b>	Communication	

### All - Assessment Task 3: Essay

<b>GOAL:</b>	The goal of this task is to answer an essay question related to the concepts from the learning materials, readings, videos, and course resources. This assessment will allow you to develop your skills in the selection of material, comprehension, application of theory, referencing, and presentation.												
<b>PRODUCT:</b>	Essay												
<b>FORMAT:</b>	This assessment task will require you to complete an essay related to the weekly topics, learning materials, workshops, and required readings. The essay question will be available through the learning management system.												
<b>CRITERIA:</b>	<table><thead><tr><th>No.</th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1 Critically think and reflect on the topics and materials covered in the course</td><td>1 2 3</td></tr><tr><td>2 Ability to respond to all questions and components in a critical manner and provide appropriate examples</td><td>1 3</td></tr><tr><td>3 Comprehension and application of theory</td><td>1 2 3</td></tr><tr><td>4 Referencing and presentation adheres to APA 7th guidelines</td><td>3</td></tr></tbody></table>			No.	Learning Outcome assessed	1 Critically think and reflect on the topics and materials covered in the course	1 2 3	2 Ability to respond to all questions and components in a critical manner and provide appropriate examples	1 3	3 Comprehension and application of theory	1 2 3	4 Referencing and presentation adheres to APA 7th guidelines	3
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<b>GENERIC SKILLS:</b>	Communication, Applying technologies												

## 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. 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

Nil

## 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

### Eligibility for Supplementary Assessment

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

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

## 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

## 10.4. SafeUniSC

UniSC 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 SafeUniSC by phone: [07 5430 1168](#) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](#) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC 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](#) or email [studentwellbeing@usc.edu.au](mailto: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](mailto: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](mailto: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](mailto: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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC 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:**

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

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)