



COURSE OUTLINE

PSY306 Psychology of Health and Wellbeing

School: School of Health - Psychology

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

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 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 introduces you to major theoretical and empirical perspectives on the psychology of health and wellbeing. It examines the psychosocial determinants of health and wellness, and will allow you to see parallels with your own health priorities. It focuses on psychological methods of health protection and illness prevention. The role of health psychology in health care settings, behaviour, stress management and identification and treatment of chronic conditions and life threatening illnesses will be covered.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – 1 hour online learning materials not for timetable	1hr	Week 1	12 times
Tutorial/Workshop 1 – Workshop: On-campus attendance is required.	2hrs	Week 1	11 times

1.3. Course Topics

This course will cover: an introduction to health psychology and health psychology research; health risk and health enhancing behaviour; methods for explaining and changing health behaviour; symptom perception; stress and illness management, and critical health perspectives including the sociocultural determinants of health.

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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...	Australian Psychology Accreditation Council
① Research and describe strategies for explaining and changing health risk and health enhancing behaviour.	Knowledgeable	1.1.2, 1.1.4
② Understand the role of psychology in health and wellbeing.	Sustainability-focussed	1.1.3, 1.1.7
③ Critically evaluate health psychology research and develop arguments that can be supported by relevant research literature.	Creative and critical thinker Engaged	1.1.12, 1.3, 1.5
④ Describe major concepts and theoretical approaches related to the biological and psychosocial determinants of health and wellbeing.	Knowledgeable Creative and critical thinker Empowered	1.1.2, 1.1.4
⑤ Demonstrate an appreciation of diversity and the impact of culture and context with regard to the psychology of health and wellbeing.	Ethical	1.1.1, 1.1.9

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL	
1.1.2	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including individual differences in capacity, behaviour and personality
1.1.4	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including psychological disorders and evidence-based interventions
1.1.3	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including psychological health and well-being
1.1.7	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including motivation and emotion
1.1.12	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including research methods and statistics
1.1.1	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology
1.1.9	Graduates will be able to comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including lifespan developmental psychology
1.3	Graduates will be able to analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
1.5	Graduates will be able to demonstrate interpersonal skills and teamwork.

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

(PSY200 and PSY201) OR PSY207 OR (PSY200 and SCI110 and enrolled in Program AE304 or SE303)

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

Assistance will be provided in early workshops to prepare you for the first assessment task. This will include practical experience critically analysing health psychology research. You will be given informal feedback on this process in the workshops.

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	Oral	Individual	30%	6 minutes/2 PowerPoint slides.	Throughout teaching period (refer to Format)	In Class
All	2	Written Piece	Individual	25%	1500 words	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	45%	2 hours	Exam Period	Online Submission

All - Assessment Task 1: Oral PowerPoint Presentation

GOAL:	Critically analyse and effectively communicate the implications of a recent peer-reviewed journal article in health psychology.													
PRODUCT:	Oral													
FORMAT:	<p>This assessment task will be due between weeks 5 - 7 of the teaching trimester. The final date of submission for the presentation 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> <p>A more detailed outline of the requirements of this assessment will be provided on Canvas.</p>													
CRITERIA:	<table><thead><tr><th>No.</th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1 Description of study</td><td>1 3 4</td></tr><tr><td>2 Critical analysis and presentation of study results</td><td>3</td></tr><tr><td>3 Quality of delivery</td><td>3 4</td></tr><tr><td>4 Slide design</td><td>3</td></tr><tr><td>5 Demonstration of knowledge</td><td>3 4</td></tr></tbody></table>		No.	Learning Outcome assessed	1 Description of study	1 3 4	2 Critical analysis and presentation of study results	3	3 Quality of delivery	3 4	4 Slide design	3	5 Demonstration of knowledge	3 4
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GENERIC SKILLS:	Communication, Problem solving, Applying technologies, Information literacy													

All - Assessment Task 2: Position Paper

GOAL:	In this paper, you will demonstrate an understanding of the scientist-practitioner model by using your knowledge to produce a paper that can be applied to assist both individuals and society.	
PRODUCT:	Written Piece	
FORMAT:	<p>This assessment task will be due between weeks 7 - 10 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> <p>The position paper is a report that presents an evidence-based position regarding how health outcomes can be improved for marginalised populations.</p> <p>APA style (7th ed) is required for in-text citations, reference list, and format.</p> <p>The word limit for the position paper is 1500 words (excluding the title page and reference list). Any text over the word count will not be read and will not contribute to the final grade for the task.</p>	
CRITERIA:	No. 1 Detailed, coherent, and succinct executive summary of the position paper 2 Interesting and compelling introduction to the problem 3 Logic of structure, clarity of arguments, and health psychology theoretical focus; Critical thinking and synthesis – evaluation of the research 4 Make innovative and forward-thinking recommendations that are clear, concise and thoroughly-grounded in theory and research 5 Detailed, coherent, logical and succinct summary of key issues/concepts clearly highlighting an original solution from position argued 6 Appropriate layout; very fluent writing style; and correct use of APA style	Learning Outcome assessed 1 1 5 3 4 5 3 5 1 3 5 3
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy	

All - Assessment Task 3: Exam

GOAL:	To assess your knowledge of the course content. The end-of-trimester examination will consist of short answer questions based on the materials covered across the course, focusing primarily on workshop activities.	
PRODUCT:	Examination - Centrally Scheduled	
FORMAT:	The 2 hour end of trimester exam will consist of short-answer questions.	
CRITERIA:	No. 1 Short-answer questions: Accuracy	Learning Outcome assessed 2 4 5
GENERIC SKILLS:	Communication, Problem solving, Information literacy	

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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Val Morrison,Paul Bennett,Phyllis Butow,Barbara Mullan,Louise Sharpe	2018	Introduction to Health Psychology in Australia	3rd ed	Pearson Australia

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.

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.

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
- 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