

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 [unisc.edu.au](http://unisc.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
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – 1 hour online learning materials not for timetable	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – 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-focused	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
<b>AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL</b>	
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

CODE	COMPETENCY
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

### 5.5. Microcredential Information

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

<b>GOAL:</b>	Critically analyse and effectively communicate the implications of a recent peer-reviewed journal article in health psychology.																			
<b>PRODUCT:</b>	Oral																			
<b>AUTHORSHIP STATEMENT:</b>																				
<b>FORMAT:</b>	<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>																			
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<b>GENERIC SKILLS:</b>	Communication, Problem solving, Applying technologies, Information literacy																			

## All - Assessment Task 2: Position Paper

<b>GOAL:</b>	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.																						
<b>PRODUCT:</b>	Written Piece																						
<b>AUTHORSHIP STATEMENT:</b>																							
<b>FORMAT:</b>	<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>																						
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<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy																						

## All - Assessment Task 3: Exam

<b>GOAL:</b>	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.							
<b>PRODUCT:</b>	Examination - Centrally Scheduled							
<b>AUTHORSHIP STATEMENT:</b>								
<b>FORMAT:</b>	The 2 hour end of trimester exam will consist of short-answer questions.							
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<b>GENERIC SKILLS:</b>	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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

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. 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>

### 10.5. 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.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)