



**It's time to make
an impact.**

Toltu
ACU student



**Your time
starts now.**



Executive Dean's welcome

The Faculty of Health Sciences at ACU is known for world-leading education and research, and for producing graduates who make a difference. Whether you want to gain new professional qualifications, change your career direction, or pursue a personal ambition, we've got the brightest minds waiting to help you on your way.

We're a young university, but we are making our mark. ACU is ranked in the top 50 of Generation Y universities worldwide* and in the top 10 Catholic universities**. We've got more than 200 partner universities on six continents, community engagement opportunities around the globe, and a campus in Rome, Italy.

The faculty is deeply engaged with industry, government, and the community. And all our courses offer work placements, internships with leading companies, or volunteering opportunities.

Our curricula are developed and refined in conjunction with industry leaders, to ensure they reflect local and international knowledge, rapid changes in the health environment, and advances in student learning.

ACU has two research institutes focusing on health sciences – the Mary MacKillop Institute for Health Research, and the Institute for Positive Psychology and Education. In the latest Excellence in Research for Australia (ERA) assessment, we received the top score for research in human movement and sports science, nursing, psychology and public health and health services.

At ACU, it's education, but with a bigger purpose. We're a university committed to standing up for people in need and causes that matter. If you're got the desire to make an impact, we'll give you the skills to change the world.

I look forward to welcoming you to our university.

Professor Michelle Campbell
Executive Dean, Faculty of Health Sciences

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MEANINGFUL EDUCATION, NOT MASS PRODUCTION

At ACU, it's education, but with a bigger purpose. We're a university committed to standing up for people in need and causes that matter. If you've got the desire to make an impact, we'll give you the skills to change the world. And if you want to start making an impact now – you can. Research within our faculties and institutes tackles enduring and pressing issues in society, in Australia, and around the world.

Think you know ACU?

You're just getting started.
It's education, but not as you know it.



WE SEE THE WHOLE PERSON

Everyone is welcome at ACU. We're inclusive and supportive of everyone, every day, and our students feel it – giving us five stars for overall experience, learner engagement and skills development.* We'll get to know you, and we will make sure you get the most out of your uni experience.

*Good Universities Guide 2018



WE'VE GOT YOUR BACK

Whether it's figuring out how to enrol, or finding the best coffee on campus, we'll help you out in person, online, by phone, live chat, or even SMS. And if you need support with your studies, career advice, or counselling services, we've got that covered too.
acu.edu.au/askacu



THE WORLD IS OUR CAMPUS

We're young, but we are making our mark. We're ranked in the top 50 of Generation Y universities worldwide* and in the top 10 Catholic universities** – alongside Georgetown and Boston College in the US. We've got more than 200 partner universities on six continents, community engagement opportunities around the globe, and a campus in Rome, Italy.

*Times Higher Education Young University Rankings 2017
**Times Higher Education World University Rankings, IFCU members 17/18



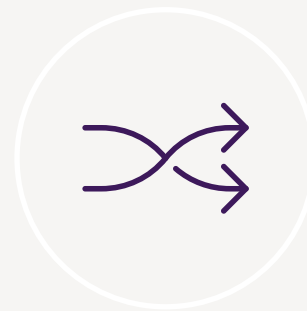
CONNECTIONS THAT COUNT

Our partnerships around Australia and overseas provide rich learning experiences for our students. These relationships enhance student learning and provide opportunities for practical work experience and collaborative research.



FINANCIAL SUPPORT

We know that balancing the cost of living and study can be tricky. So we offer nearly 400 scholarship opportunities which recognise academic achievement, community participation, and help out students from a range of backgrounds. See page 8.



FLEXIBLE STUDY

Study needs to be flexible. We get that life changes fast, and you need to find the right balance of family, work and study. Many of our courses offer part-time and full-time options, as well as online learning, travel opportunities, intensive units, and flexible start dates.

Our neighbourhoods

We've got seven campuses around Australia, and a campus in Rome, Italy. Each one is unique, but they're all dynamic, inviting and great places to learn.

Head to acu.edu.au/tour to take a virtual tour of your campus.

BALLARAT

Our Ballarat Campus is located in the centre of town. Just over an hour from Melbourne and a block from Lake Wendouree, it has a lot to offer.

- Central location
- Situated amid historic gardens and beautiful old buildings
- Free parking

BRISBANE

Whether you want to get involved in campus life, create a professional network, or just find a quiet place to study, our Brisbane Campus has you covered. Set on 40 hectares of parklands, it offers many places to relax, like cafes and a swimming pool.

- Shuttle bus connections to public transport
- Ample free parking
- State-of-the-art learning facilities

CANBERRA

Just five kilometres from the city centre, our Canberra Campus has a lot to offer. With a campus lounge and swimming pool, you'll have plenty to keep you busy between classes.

- Free parking
- Brand new library and 300-seat lecture theatre
- Beautiful landscaped gardens

MELBOURNE

Our Melbourne Campus is right next to the cafes, art galleries and live music venues of Brunswick Street. Kick back with a coffee on the rooftop garden or hang out with friends in our cafes.

- Close to six tram routes, bus routes, and Parliament Station
- Award-winning library
- Art gallery

NORTH SYDNEY

Just across the Harbour Bridge from the city centre, our North Sydney Campus is a great place to study and socialise.

- Close to North Sydney train station and many bus connections
- State-of-the-art learning facilities
- Cafes and dining options close to campus

STRATHFIELD

Our Strathfield Campus is set amid beautiful landscaped grounds and historic buildings, with excellent transport links. Whether you want to have a friendly match on our rugby and soccer ovals or take in a show at our art gallery, you'll have plenty to keep you busy between classes.

- Free parking
- Shuttle bus from Strathfield train station
- Art gallery

ADELAIDE

Our Adelaide Campus is one of our newest additions, and primarily offers postgraduate courses in theology.

ROME

Our Rome Campus is located on Janiculum Hill and has a rich history. It sits on a sprawling property that boasts extensive gardens and terraces to enjoy beautiful views of the city.

- Close to the Vatican and popular tourist sites
- Newly renovated, onsite residential accommodation
- Community engagement opportunities



Numbers that count

IN AUSTRALIA

Top 5

SKILLS DEVELOPMENT
AND LEARNER
ENGAGEMENT
QILT 2016

Top 10

TEACHING QUALITY
AND OVERALL
SATISFACTION
QILT 2016

5 stars

FOR OVERALL
EXPERIENCE, LEARNER
ENGAGEMENT AND
SKILLS DEVELOPMENT
Good Universities Guide 2018

RESEARCH

ABOVE WORLD STANDARD

HUMAN MOVEMENT AND SPORTS SCIENCE
NURSING
PUBLIC HEALTH AND HEALTH SERVICES
PSYCHOLOGY
ERA 2015

IN THE WORLD

Top 3%

UNIVERSITIES
Times Higher Education World
University Rankings 17/18

Top 50

GENERATION Y
UNIVERSITIES
Times Higher Education Young
University Rankings 2017



Postgraduate psychology study pathways

In general, postgraduate study falls into two main categories: coursework and research.

For students who have completed a three-year APAC-accredited undergraduate psychology degree, ACU offers two fourth year programs – an honours program or a graduate diploma. Graduates of these programs will be eligible for provisional registration as a psychologist with the Psychology Board of Australia.

ACU offers a number of postgraduate coursework programs in psychology including masters degrees in professional, clinical, and educational and developmental psychology – giving students the option of following either the 4+2 model, or the 5+1 model to achieve the six years of training as approved by the Australian Psychology Accreditation Council (APAC).

For high-performing students with a first class honours degree, our Master of Psychology/Doctor of Philosophy degrees combine professional training within clinical psychology or educational and developmental psychology with a research Doctor of Philosophy (PhD). There are different pathways into these degrees subject to past academic performance. You can apply for entry into both the masters and PhD degrees concurrently, or you can commence the Master of Psychology degree and then subsequently apply for and undertake the PhD.

Psychology career progression map: pathways to registration

UNDERGRADUATE		
APAC-accredited bachelors degree in psychology		
FOURTH-YEAR PROGRAM		
Honours*	Graduate Diploma in Psychology	
POSTGRADUATE		
Masters degree (2 years)*	Master of Professional Psychology (1 year)**	Master of Psychology/ Doctor of Philosophy (4 years)
CAREER		
Registered psychologist*		
REGISTRAR TRAINING PROGRAM***		
Registered psychologist with specialist endorsement***		

* Registration as a psychologist is currently achieved through the Psychology Board of Australia.

** This is a one-year coursework program. It must be followed by an additional sixth year of supervised psychology work recognised by the Psychology Board of Australia before the candidate can apply for registration as a general psychologist.

*** Only applicable for those who have completed a two-year masters degree (ie clinical or educational and developmental). The registrar program is run by the Psychology Board of Australia.

Note: These pathways are subject to changes in national registration.

If you're studying at another university and would like to switch to ACU, or you have relevant knowledge and skills acquired in the workplace, you may be able to get credit towards your degree.

acu.edu.au/priorlearning

Fees and scholarships

There are many options to help you manage the cost of study. Tuition fees depend on the course you enrol in, and there are two types of fees: fee-paying place, and Commonwealth Supported Place (CSP).



FEE-PAYING

A fee-paying place is not subsidised by the government, so you pay the full cost of the course. As a domestic fee-paying student, you may be eligible to defer payment of your fees through the FEE-HELP government loan scheme. Repayment of the loan occurs through the tax system once your income exceeds the minimum threshold. Your employer may also consider assisting with the cost of study if the course is related to your current position.

studyassist.gov.au



COMMONWEALTH SUPPORTED PLACE (CSP)

Some postgraduate courses at ACU offer CSPs, where the government pays a proportion of tuition costs. The remainder of the fees are paid by the student, but eligible students can defer their payment through the HECS-HELP government loan scheme. Repayment of the loan occurs through the tax system once your income exceeds the minimum threshold.

studyassist.gov.au



RESEARCH TRAINING PROGRAM FEES OFFSET SCHOLARSHIPS

If you are enrolling in a masters by research or doctorate program at ACU, you may be exempt from paying tuition fees. Our Research Training Program Fees Offset Scholarships are for high-achieving domestic students whose research proposal aligns with our priority areas.

research.acu.edu.au/scholarships



FACULTY ALUMNI REBATE

If you're an ACU graduate, you may be eligible for a 10 per cent rebate on postgraduate fees.

acu.edu.au/fhs/alumni-rebate



POSTGRADUATE COURSEWORK SCHOLARSHIPS

We offer scholarships to help support you financially during your studies. Use our online scholarships portal to find the ones that are right for you.

acu.edu.au/scholarships



RESEARCH TRAINING PROGRAM STIPEND SCHOLARSHIPS

We offer competitive scholarships with a stipend to help support you financially during your research, and to reward outstanding academic achievement. For international students, this includes a tuition fee waiver and an Overseas Health Care Policy.






research.acu.edu.au/scholarships

Got questions? We're waiting with the answers.

acu.edu.au/askacu

Applying to ACU

Postgraduate coursework degrees

- 1.**  Choose the course you would like to study by browsing this guide and visiting acu.edu.au/courses for more details.
- 2.**  Check important dates and application requirements carefully – some courses also require supporting documentation.
- 3.**  Check out the postgraduate scholarships available at acu.edu.au/scholarships
- 4.**  Apply online direct to ACU at acu.edu.au/courses
- 5.**  Accept your offer and enrol.

Postgraduate research degrees

Application to ACU higher degrees by research, including the Master of Philosophy and Doctor of Philosophy, is by direct application to Graduate Research at ACU.

- 1.**  Visit acu.edu.au/research/apply
- 2.**  Check the program requirements, application deadlines, and your eligibility.
- 3.**  Complete an application for admission.
- 4.**  Organise your two referee reports.
- 5.**  Submit the completed application.

For more information on how to apply for postgraduate coursework degrees, visit acu.edu.au/apply

For more information and to apply for postgraduate research degrees, visit acu.edu.au/research/apply

If you still have questions or need help with your application, visit acu.edu.au/askacu

Faculty of Health Sciences

The Faculty of Health Sciences works to prepare highly skilled graduates who promote wellbeing and prevent illness for Australia's health and sports industries, and provide quality healthcare for vulnerable communities.

We give our students the skills, knowledge, and practical experience they need to succeed. Our graduates are helping improve the health of individuals, families, and communities with their expertise and passion. Our students come from diverse backgrounds, and receive tailored support from their supervisors in an environment known for rigorous and robust intellectual inquiry. They are valued as individuals and teaching staff are directly involved with their academic development.

Cross-disciplinary study units bring together current and new knowledge from a range of professions, and our curriculum is developed and refined in conjunction with industry leaders.

The faculty has a growing research agenda, with opportunities for masters and doctoral students to join current research projects.



The School of Psychology

The School of Psychology provides a unique and inspiring educational journey. We produce practitioners and clinicians who are enabling individuals and groups to flourish and thrive.

Our students come from diverse backgrounds. They enjoy support from dedicated and approachable supervisors in a vibrant and rigorous intellectual environment. We give students the very best practical and theoretical exposure needed to pursue their career goals.

Students get valuable insights and build networks through industry engagements, internships, research opportunities, and international study. Active psychology clinics support both professional training and research. These clinics offer affordable mental health care to members of the public and are staffed by students working under supervision.

Research in the school is innovative and spans three main areas of strength:

- cognition and applied cognitive neuroscience
- developmental and educational psychology
- clinical and health psychology

Our research has a strong focus on influencing practices in health, education, and the community.



ASSOCIATE PROFESSOR LEAH BRENNAN

Associate Professor Leah Brennan specialises in the application of psychological approaches to understanding and treating eating and weight disorders and their psychosocial comorbidities. She is particularly interested in the development, evaluation, and dissemination of evidence-based interventions for the treatment of these concerns.

Associate Professor Brennan has published widely in the area and is regularly invited to speak at scientific conferences and provide comment to the media. She is actively involved in a number of professional bodies whose aim is to improve the understanding and treatment of eating and weight disorders. She is a member of the council of the Australian and New Zealand Obesity Society, stream leader of the Australasian Child and Adolescent Obesity Research Network (ACAORN) Parenting, Child Behaviour and Wellbeing Stream, and convenor of the Australian Psychological Society's Psychology of Eating, Weight and Body Image Special Interest Group.



PROFESSOR JOHN GLEESON

Professor John Gleeson is a clinical psychologist with more than 20 years experience in the assessment and treatment of serious mental health problems. Most of his clinical experience has been in the field of youth mental health.

Professor Gleeson's research interests are in the field of clinical psychology with a particular focus on psychological processes and psychological interventions for serious mental health problems in youth. Together with colleagues from Orygen Research Centre and the University of Melbourne, he is currently developing web-based interventions for recovery from early psychosis. He has developed interventions for young people recovering from psychosis and their families. In addition, he has developed programs for the prevention of violent reoffending for adult consumers receiving services from community based mental health services

Professor Gleeson is a registered psychologist with AHPRA with endorsement in clinical psychology, a member of the Australian Psychological Society, a member of the APS College of Clinical Psychology as well as National Head of the School of Psychology at ACU.

Psychology partnerships

Our partnerships with health care providers around Australia and overseas provide rich learning experiences for our students. These relationships enhance student learning, and provide opportunities for practical work experience and collaborative research.



**CATHOLIC
EDUCATION
MELBOURNE**

CATHOLIC EDUCATION OFFICE, SOUTHERN REGION

“I have been taking ACU students on placement for many years and have always found them motivated, dedicated and diligent. We have employed a number of these students who have gone on to be great long-term employees. The ACU processes work well, are efficient and the students are well supported and prepared for work placements. I have no hesitation in providing placements for these students as they not only bring questioning attitudes and commitment, but also add a lot to our multi-disciplinary team.”

Tony MacDonald
Psychologist



JOBCO

“JobCo. is both a specialist employment service, working with people with a mental illness, and a mental health service assisting people with significant mental health issues. Over the past few years we have had many ACU students on both short and long-term placements with us and found them to be extremely interested in working with our client group, excited to have the experience of direct client work and keen to engage in a collegial, mutually beneficial, supervisory experience. ACU students have done some serious, helpful work with our clients and the process of putting theory into practice has been invaluable for both them and our clients.”

Sean Guy
Psychologist and CEO



ST FRANCIS XAVIER COLLEGE

“St Francis Xavier College has enjoyed a collaborative partnership with ACU’s School of Psychology since 2016. Our college educational and developmental psychologist completed her undergraduate and masters program at ACU and now has the pleasure of supervising the next wave of ACU provisional psychologists as they embark on their professional training program. We have found the candidates to be highly professional and appropriately skilled to complete their advanced placements with us, having had the benefit of a supervised placement in the ACU Psychology Clinic prior to embarking on external placement. Our relationship with ACU is mutually beneficial to our college community, with Master of Psychology candidates providing services in the school under appropriate guidance, and in turn our college psychologist was provided with support and professional learning opportunities throughout the year.”

Eve Power
Educational Psychologist and
Counselling Team Leader



Research institutes

ACU has prioritised research intensification. The work within our faculties and institutes tackles enduring and pressing issues in society, in Australia, and around the world. The following institutes are linked to the Faculty of Health Sciences, and provide opportunities for research collaboration.

Institute for Positive Psychology and Education

Director: Professor Rhonda Craven

The Institute for Positive Psychology and Education (IPPE) aims to lead scientific research that empowers individuals and groups to not just succeed – but to flourish and thrive. The institute focuses on conducting world-class multi-disciplinary research in positive psychology and education that makes a difference in addressing critical educational and psychosocial issues.

IPPE prides itself on the calibre of its internationally renowned researchers and scholars, supported by a highly skilled professional staff team. IPPE has been very successful with external grants awarded from the Australian Research Council and the National Health Medical Research Council, and other national and international bodies. It has also developed significant partnerships with government, non-government organisations, small to medium business enterprises, and others.

IPPE has three research programs spanning a variety of areas:

Australian Centre for Indigenous Thriving

'A new generation of Indigenous people are turning dreams into reality: education; economic participation, self-esteem and success are part of this new Indigenous world, and there is no going back.' (Langton 2013).

ACIT answers these needs and brings together a partnership of leading Australian and international Indigenous and non-Indigenous researchers, next generation researchers, government, industry partners, and communities with a shared commitment to addressing Indigenous disadvantage as a critical issue of our time. ACIT's purpose is to enable Indigenous children, youth, and communities to not just succeed but thrive with a focus on educational, physical, psychological, and family and community thriving. ACIT:

- promotes a positive psychology strengths-based approach founded upon identifying, building upon, and augmenting Indigenous success
- champions excellence in research to integrate and leverage in new ways, Indigenous ways of knowing, doing, and being with advances in international research that are based on western scientific approaches that have benefited disadvantaged populations globally
- prioritises the voices and agency of Indigenous children, youth, and communities and undertaking research in genuine partnership.

Positive Psychology

This program aims to produce high-quality empirical research on the factors that allow humans to flourish and, in so doing, contribute to their community and society at large. The program includes research with a focus on interventions and randomised control trials as well as the use of cutting edge statistical methods applied to large-scale longitudinal or cross-country survey data. A major focus is on adolescence and development in context with a particular focus on education. The development of new statistical approaches to better address questions of human flourishing is also a major aim of the program.

Motivation and Behaviour

This program focuses on understanding human motivation and behavior for the promotion of human wellness. The program is underpinned largely by self-determination theory and incorporates a range of research methods, from optical neuroimaging in the laboratory experiments to large-scale implementation and evaluation of public health promotion interventions. Associate Professor Chris Lonsdale leads a team of researchers who focus on public health, while Professor Richard Ryan leads a team of researchers who are more specifically focused on advancing SDT.

ippe.acu.edu.au

The Mary MacKillop Institute for Health Research

Director: Professor John Hawley

The Mary MacKillop Institute for Health Research (MMIHR) is focused on undertaking research that discovers and promotes effective strategies to create a healthier Australia. Our work aims to address critical public health issues by identifying and responding with innovative programs that deliver better health outcomes and transform lives.

We bring national and international health experts together with leading organisations across a broad portfolio of health-related research areas. By fostering an environment of collaborative research, without discipline-based boundaries, the impact we can make is profound and extensive.

MMIHR emphasises the importance of translating research findings into practical health initiatives that produce real outcomes. Our team of prominent researchers are driven to improve the quality of health interventions through research that tests and improves the effectiveness of existing health-related programs, health service delivery and health education, and community planning and design. Our research enables us to develop and shape individual, social and community programs based on a rigorous analysis and synthesis of observational and experimental data, from the molecular to societal level.

Our research emphasises the complex interactions between individuals, social and physical aspects of their communities and health care systems. This broad-based approach includes:

- clinically-based exercise-nutrition intervention studies to:
 - improve and maintain bone and skeletal muscle health for healthy ageing
 - maximise health benefits through the optimal timing of nutrition and exercise
 - prevent and manage the adverse effects of cancer and chronic metabolic diseases
 - discover the biological mechanisms underlying the health benefits of exercise and nutrition.
- environmental and behavioural epidemiological studies aimed at:
 - identifying key physical and social aspects of urban environments which promote physical and cognitive health across the lifespan
 - understanding how genetic, psychosocial and behavioural factors interact with the environment to impact on health
 - identifying optimal person- and environment-tailored intervention strategies for the promotion of health-related behaviours.
- focused studies to understand and describe the individual impact of risk behaviours and disease
- the promotion of equitable access to health services and active-friendly communities.

mmihr.acu.edu.au

Cognition and Emotion Research Centre

Director: Professor Peter Rendell

The Cognition and Emotion Research Centre has two research themes: 1) a cognitive theme (eg prospective memory and future thinking) and 2) an emotion theme (eg social cognition). The centre has a key focus on ageing but also investigates these themes with various clinical groups such as chronic heart failure patients, substance users, people with anxiety disorders, borderline personality disorders and children with autism. The centre uses experimental psychology approaches within the field of cognitive psychology, neuropsychology, psychopharmacology and cognitive neuroscience.

Centre for Disability and Development Research (CeDDR)

Director: Professor Christine Imms

CeDDR is an international collaboration for programmatic research that is designed to build knowledge of childhood disability, the mechanisms and broader impact of impairment, its consequences over the lifecourse, and innovations in treatment that target these conditions. Covering aspects of basic and applied research, our work is dedicated to benefiting children with developmental impairments and chronic health conditions, and their families, through high impact research that influences practice and policy.



Research success

Health sciences research at ACU is seeing results. In the most recent Excellence for Research in Australia (ERA) initiative, we were rated 'well above world-standard' in human movement and sports science, nursing, psychology, public health and health services.

Research in the school

The PhD projects currently being supervised in the School of Psychology include:

- Psychometric characteristics of measures used to assess prospective memory in healthy older adults.
- What roles do different aspects of social support play in explaining rehabilitation outcomes post anterior cruciate ligament reconstruction?
- Factors influencing parents' treatment decisions for their children with Autism Spectrum Disorders.
- Testing the assumptions of moral credits models of licensing and compensation.
- Exploring the after-eating-affect cycle: understanding the psychological mechanism of healthy and unhealthy eating.
- Intimacy: men's understandings and experiences.
- Innovation in virtual rehabilitation of cognition and action in neurodisability: neural mechanisms and beyond.
- Is there more to introversion than sociability? Development and validation of a new introversion measure.
- Patterns of antisocial behaviour from childhood to young adulthood: a longitudinal study of Australian young people.
- Decision-making impairment in long-term opiate users.
- Pathophysiological differences and similarities between body dysmorphic disorder and obsessive-compulsive disorder.
- Emotion recognition ability: the contribution of emotional expression and emotional experience.
- Obesity surgery: early post-surgery psychosis and behavioural predictors of successful and non-successful weight loss outcome in laparoscopic adjustable gastric banding.
- Promoting inter-faith harmony: the effect of religion on implicit attitudes towards Muslims.
- Using multi-modal magnetic resonance imaging to measure training-induced neuroplasticity in people with traumatic brain injury: are cognitive improvements supported by graph metrics?
- Exploring the lived experience of an adult population with repugnant obsessive-compulsive disorder obsessions.
- Improving analogical reasoning skills in adolescence through figurative music lyric exposure: towards better decision-making skills.
- Exploring the boundaries of embodied cognition and conceptual metaphor.
- Relationships between discounting, value orientations, consideration of future consequences and pro-environmental intentions and behaviour.
- Affective empathy and emotion regulation in young people diagnosed with borderline personality disorder (BPD).
- Living our parent's trauma: effects of child abuse on the next generation.
- An exploration of attitudes and perceptions of Muslims in Australia towards mental health services.
- Student engagement: the role of teaching within an ecological model of adolescent development.
- False memory in schizophrenia: the role of emotion and delusional ideation.
- Cognitions underlying fear of positive evaluation (FPE).
- Defining and measuring weight stigma.
- Wellbeing, social and emotional functioning of jockeys.
- Interventions and outcomes in stroke.
- Self-concept of children with cerebral palsy.
- The development of episodic foresight in middle childhood.
- Social cognition and ageing: how to measure and improve this vital skill.
- An investigation of episodic foresight ability in cannabis users.
- Typical and atypical development of episodic foresight in middle childhood.
- Online and smartphone application public suicide prevention strategies: does addressing the bystander effect increase confidence and intent to intervene?

Courses 2019

ALL OUR COURSES ARE COMPLIANT WITH THE

Australian
Qualifications
Framework 

PSYCHOLOGY

Fourth-year courses

ACU offers two fourth-year courses, the Bachelor of Psychological Science (Honours) and the Graduate Diploma in Psychology, both of which are accredited by the Australian Psychological Accreditation Council. As such, completion of either of these two courses, plus enrolment in a postgraduate psychology program (ie accredited masters course), meets the requirements for provisional registration as a psychologist with the Psychology Board of Australia. Students in the Bachelor of Psychological Science (Honours) get Commonwealth support and, as a result, entry into the course is more competitive than for the graduate diploma.

In these courses you will learn more about neuropsychology and personality assessment tools, as well as evidence-based approaches to psychological intervention, and delve into both professional issues and ethics. The courses also offer advanced training in conducting research on human behaviour. This includes all steps of the research process, from formulating research questions and hypotheses to data collection, analysis, and detailed reporting of research findings.

Accreditation: The Bachelor of Psychological Science (Honours) and Graduate Diploma in Psychology are currently accredited by the Australian Psychology Accreditation Council (APAC) and approved by the Psychology Board of Australia (PsyBA) as fourth-year courses.

Bachelor of Psychological Science (Honours)

 Melbourne, Strathfield  1 yr FT (or equivalent PT)

Entry requirements: To apply for this course, you must have completed a bachelor degree in the past five years, including:

- an accredited three-year sequence in psychology, and
- a grade point average (GPA) of at least 5.75 on the ACU seven point scale, and
- distinction level or above in at least four of the second or third-year psychology units.

Applicants meeting these minimum requirements are ranked on their results for second and third-year psychology units. Places in the fourth-year programs are then offered on a competitive basis, based on the quality of the applicants.

Graduate Diploma in Psychology

 Melbourne, Strathfield  1 yr FT (or equivalent PT)

Entry requirements: To apply for this course, you must have completed a bachelor degree within the past five years, including:

- an accredited three year sequence in psychology, and
- a grade point average (GPA) of at least 5.0 on the ACU seven point scale, and
- credit level or above in four second or third-year psychology units.

Applicants meeting these minimum requirements are ranked on their results for second- and third-year psychology units. Places in the fourth-year programs are then offered on a competitive basis, based on the quality of the applicants.

BACHELOR OF PSYCHOLOGICAL SCIENCE (HONOURS) AND GRADUATE DIPLOMA IN PSYCHOLOGY – SAMPLE COURSE MAP (FT)			
YEAR 1	Semester 1	Professional issues and ethics Research methods	(Grad dip) Research project A Honours thesis A
	Semester 2	Assessment and intervention Elective	(Grad dip) Research project B Honours thesis B

Professional issues and ethics

Psychology is a discipline that underpins a variety of professional endeavours, including professional practice as part of the mental health workforce, research, and academia. This unit will introduce you to key issues and ethics in professional psychology. This will include exploring philosophical, historical, and cultural contexts, as well as contemporary theory and topics in professional psychological practice, research, and training. The unit is underpinned by the professional values and principles defined in the Australian Psychological Society (APS) Code of Ethics and Ethical Guidelines, national guidelines and policies for ethical research and mental health practice, as well as state and federal legislative frameworks and relevant acts. As part of this unit, you will develop awareness of the context of professional psychology and the role of organisations including the Australian Psychological Society, the Australian Health Practitioners Registration Agency (AHPRA), and the Australian Psychology Accreditation Council. Issues related to the work of the professional psychologist, perspective of their clients and colleagues, and practical issues, such as informed consent and conflict of interest, report writing and supervision, among others, will also be considered. The aim of this unit is to introduce you to professional issues and ethics as they apply in psychological practice and academia.

Research methods

This unit continues the training in the research skills and competencies underpinning not only the discipline of psychology but also evidence-based practice. The unit is designed to extend your knowledge and skills in research methods developed throughout the three-year undergraduate degree. It will give you research and analytical skills to support your own research projects, as well as your later career in psychology and/or other fields. This unit covers issues of research design in the context of the statistical tools used to analyse quantitative research data. Additionally, a series of univariate and multivariate data analysis techniques are introduced. You will learn to conduct these analyses using SPSS to interpret the results and write up reports. This includes interpretation of their meaning in the context of the research question they address. Emphasis will be placed on the importance of reporting effect size estimates and the confidence intervals around them and of not focusing exclusively on significance testing. The aim of this unit is to provide you with advanced knowledge of statistical analysis and skills in conducting, interpreting and reporting those analyses.

Research project A/Honours thesis A

Psychology is a scientific discipline from which stems a profession that is guided by evidence-based practice. Training in the skills pertaining to both the critical analysis of research literature and the conduct of research is at the core of any psychology course. At a fourth-year level, you are expected to develop, conduct and report on your own research projects. This unit is the first of two units designed to support you in this process. In particular, this unit provides support for the conduct and write-up of a literature review document. Although you receive project-specific support from a thesis supervisor, the unit is designed to provide training on the generic skills that underpin the successful write-up of a literature review, either in a narrative or systematic literature review format. The aim of this unit is to provide support in the process of developing a research project, including the production of a research proposal document and the submission of an application for ethics review to the Human Research Ethics Committee (HREC).

Assessment and intervention

This unit is designed to extend your knowledge and skills developed in a three-year undergraduate psychology program and provide a basis of professional knowledge and skills for subsequent professional training. The unit will familiarise you with the theoretical and empirical bases that underpin the construction, implementation, and interpretation of some of the more widely used cognitive/intelligence, neuropsychology and personality assessment tools. You will also become familiar with a range of evidence-based approaches to psychological interventions. The aim of this unit is to facilitate the acquisition of an advanced level of understanding of assessment tools and intervention strategies that underpin psychological practice.

Research project B/Honours thesis B

Psychology is a scientific discipline from which stems a profession that is guided by evidence-based practice. As a result, training in the skills pertaining to both the critical analysis of research literature and the conduct of research is at the core of any psychology course. At a fourth-year level, you are expected to develop, conduct and report on your own research projects. This expectation is explicitly stated in the APAC accreditation guidelines for fourth-year courses. This unit is the second of two units designed to support you in this process. In particular, this unit provides support for the preparation of a research report of the empirical project that forms part of a research thesis. Although you receive project-specific support from a research supervisor, the unit is designed to provide training on generic skills that underpin the successful write-up of the report in the form of a research article. The unit is also designed to help you with the preparation of a presentation for the School of Psychology research conference, where all students must present either a short talk or a poster.

Master of Professional Psychology

Melbourne 1 yr FT (or equivalent PT)

The Master of Professional Psychology offers an alternative to registering as a provisional psychologist through a supervised practice (4+2) pathway or a specialised Master of Psychology degree. Instead, this program is offered under the 5+1 model of psychology training. Open to graduates of an accredited fourth-year psychology program, this course is designed to provide psychology graduates with an additional year of full-time education in the professional practice of psychology. This year is sufficient to prepare graduates for a final year of supervised practice prior to general registration as a psychologist.

Entry requirements: To apply for this course, you must have:

- completed a bachelor degree with honours in an accredited psychology course with a minimum of Second Class Division B (Hons 2B), or
- completed a bachelor degree with accredited fourth-year equivalent major study in psychology (with performance deemed of the same level as Second Class Division B (Hons 2B), and

- demonstrate suitability to undertake the course as evidenced by:
 - satisfactory academic referee report, and
 - satisfactory professional referee report, and
 - satisfactory interview with the selection committee (for short-listed candidates), and
 - eligibility for provisional registration as a psychologist with the Psychology Board of Australia.

Professional experience: You will complete a minimum of 300 hours practical experience through two clinical practicums in addition to meeting with a registered psychologist for supervision.

Accreditation: This program is currently conditionally accredited by the Australian Psychological Accreditation Council (APAC) as a recognised fifth-year in psychology.

Term 2	Issues and skills in professional practice	
Term 3	Individual assessment	Practicum 1
Term 4	Clinical assessment and interventions	
Term 5	Practice across the lifespan	
Term 6	Evidence-based practice for psychologists	Practicum 2
Term 7	Elective	

Note: The course is offered in professional term mode. As the course requires completion of a unit prior to the first placement, it commences prior to the traditional Australian semester.

Issues and skills in professional practice

Central competencies for psychologists include the ability to develop a therapeutic alliance through micro-counselling skills and applying knowledge of ethical guidelines and diagnosis. As such, this unit will focus on professional ethics and interpersonal competencies required of you in relation to supervised psychological practice. You will examine the assumptions, values and social/interpersonal skills that you bring to your professional practice. Building on these, you will develop your professional knowledge and interpersonal/professional competencies, including interviewing, observing and recording behavioural observations, developing a therapeutic alliance, managing boundaries, record keeping, and use of diagnostic classification systems. The aim of this unit is to introduce and describe key concepts in ethical guidelines, skills in communicating with clients, diagnosis, and cultural competence.

Individual assessment

Psychological assessment is a core competency area in the practice of psychology. The skills-based competencies of this unit will enable you to contribute to individual assessments. They will develop an appreciation for and mastery of the technical, multi-disciplinary, cultural, and personal aspects of psychological test use, with a focus on evidence-based analysis, interpretation, and report writing. This unit aims to give you a broad understanding of approaches to assessing individual behaviour in adults and children through the use of standardised tests. You will develop expertise in the analysis, interpretation, and communication of psychological test data pertinent to clinical practice.

Clinical assessment and interventions

Psychological interventions are a core competency for psychologists. This unit focuses on discipline knowledge and basic therapeutic skills. You will learn how to develop an appropriate case formulation and treatment plan for varying presenting problems, as well as techniques to address psychological dysfunction and for monitoring and managing client progress. The aim of the unit is to develop basic therapeutic competencies required of provisional psychologists.

Practice across the lifespan

The knowledge and skills to provide psychological assessment and interventions across the lifespan are core competencies for psychologists. You will be introduced to the practice of psychology across the lifespan from a biopsychosocial perspective. During each phase of development, from infancy through to old age, people must cope with different challenges through which psychologists seek to provide support. This requires an advanced knowledge of the physical and emotional development associated with each life phase along with psychological and social pressures encountered by people in different life phases. A developmental approach will be taken in this unit, which focuses on the distinct types of issues confronted by psychologists in working with clients of differing ages, genders, and cultural backgrounds. The particular influences of physical and emotional development, social roles, cultural influences, and life crises on modes of practice will be explored. The aim of the unit is to develop skills in assessment and intervention across the lifespan.

Evidence-based practice for psychologists

An ability to find, critically evaluate and utilise research is key to being an evidence-based psychologist.

Using the scientist-practitioner framework, you will be introduced to a wide variety of research methodologies that will enhance your ability to locate, evaluate and use research findings to make decisions about effective interventions for their clients. In addition, you will be introduced to evaluating clinical response at an individual level using case examples.

The aim of this unit is to introduce you to key research skills and learn to apply these skills to psychological practice.

Practicum 1

This unit is one of two practicum units that allows for the development of practical skills in real-world settings. It complements the theoretical and simulated learning that takes place in coursework units. The first practicum unit gives you the opportunity to develop psychological skills in a university-based clinic. The emphasis is on skill development in a supervised, structured environment. The focus of this practicum is on conducting structured clinical assessment. You will be encouraged to approach applied problems and skill-based learning from a hypothesis-based assessment perspective, consistent with a scientist-practitioner model. The aim of this unit is to facilitate the development of initial psychological practice skills.

Practicum 2

This unit is the second of two practicum units that allows for the development of practical skills in a real-world setting. It complements the theoretical and simulated learning that takes place in coursework units. This second practicum unit gives you the opportunity to develop psychological skills in an externship environment under supervision. While the objectives of this unit are similar to Practicum 1, the level of independent practice further challenges you to broaden your responsibilities beyond those of the first placement. The aim of this unit is to facilitate the development of psychological knowledge and skills to a more advanced level than in your first placement. This will be reflected in your interaction with clients, standard of case formulations, and sensitivity to therapeutic process and case management issues.



Master of Psychology (Clinical)

Melbourne, Strathfield 2 yrs FT (or equivalent PT)

Master of Psychology (Educational and Developmental)

Melbourne 2 yrs FT (or equivalent PT)

Our Master of Psychology programs provide approved Australian Psychology Accreditation Council (APAC) fifth and sixth-year training in psychology. The programs equip graduates with ethical values, advanced knowledge, and professional skills in psychology, integrated by the scientist-practitioner model.

You will undertake core units (50 credit points), specialisation units appropriate to the relevant stream (30 credit points), practicum units (40 credit points), and thesis units (40 credit points). You will acquire the knowledge and skills for professional practice and research, gaining practical experience in delivering a range of psychological services.

Entry requirements: To apply for the Master of Psychology (Clinical) or the Master of Psychology (Educational and Developmental), you must have:

- completed a bachelor degree with honours in an accredited psychology course with a minimum of Second Class Division A (Hons 2A), or
- completed a bachelor degree with accredited four year major study in psychology (Hons2A or equivalent), or
- completed a bachelor degree with accredited three year major study in psychology and satisfactory completion of an additional year of accredited study in psychology, or equivalent, with an overall mark equivalent to Second Class Division A (Hons 2A), or
- qualifications and experience assessed as equivalent by the selection committee, and

- demonstrated suitability to undertake the course as evidenced by:
 - satisfactory academic referee report, and
 - satisfactory professional referee report, and
 - satisfactory interview with the selection committee (for short-listed candidates), and
 - eligibility for registration with the Psychology Board of Australia as a provisional psychologist.

Career outcomes: Graduates of the Master of Psychology (Clinical) will be prepared for responsible work as practitioner psychologists and skilled researchers in a range of institutions and agencies, providing psychological and mental health services. Graduates of the Master of Psychology (Educational and Developmental) will be prepared for work in educational, family, and community settings.

Accreditation: The Master of Psychology (Educational and Developmental) is currently accredited by the Australian Psychology Accreditation Council (APAC).

The Master of Psychology (Clinical) is currently accredited by the Australian Psychology Accreditation Council (APAC) at the Melbourne and Strathfield campuses.

MASTER OF PSYCHOLOGY (CLINICAL) AND MASTER OF PSYCHOLOGY (EDUCATIONAL AND DEVELOPMENTAL) SAMPLE COURSE MAP (FT)			
YEAR 1	Semester 1	Foundations of practice Therapeutic skills	Psychological assessment Research skills for psychological practice
	Semester 2	Practicum A Thesis – part 1 Diagnosis, assessment, formulation and intervention with children	(Clinical stream) Diagnosis, assessment, formulation and intervention with adults (Educational and developmental stream) Learning difficulties: assessment and intervention
YEAR 2	Semester 1	Practicum B (Clinical stream) Health psychology (Educational and developmental stream) Typical and atypical development	Thesis – part 2 (Clinical stream) Emerging therapies and psychopharmacology (Educational and developmental stream) Applied developmental psychology
	Semester 2	Practicum C	Thesis – part 3

Clinical stream – Master of Psychology (Clinical)
Educational and developmental stream – Master of Psychology (Educational and Developmental)
Note: See page 24 for unit descriptions.

Master of Psychology (Clinical)/Doctor of Philosophy

Melbourne, Strathfield 4 yrs FT (or equivalent PT)

Master of Psychology (Educational and Developmental)/Doctor of Philosophy

Melbourne 4 yrs FT (or equivalent PT)

The Master of Psychology/Doctor of Philosophy combines professional training within clinical psychology or educational and developmental psychology with a research Doctor of Philosophy (PhD). You will gain experience in the delivery of psychological services through practicums, study subjects such as Psychological assessment, Foundations of practice, and Therapeutic skills, and complete a doctoral thesis concurrently. In the clinical psychology stream, you will specialise in assessment and interventions with adults, children, youth and families, and in health psychology. In the educational and developmental stream, you will specialise in learning processes and problems, typical and atypical development, and advanced educational and developmental assessment.

Entry requirements: There are different pathways into these degrees. You can apply from the start for entry into both the masters and PhD degrees. Alternatively, subject to past academic performance, students can commence the Master of Psychology degree and then apply for and undertake the PhD as well. Please contact the school for advice on the most appropriate pathway.

While the master and PhD degrees are undertaken concurrently, they are administered separately. Interested students should first contact the School of Psychology to explore potential research areas, identify a potential PhD supervisor and write a

brief research proposal. Following this, students may apply to Graduate Research for admission to the PhD and then apply for entry into the masters/PhD program.

To apply for this course, you must have:

- four years of an accredited undergraduate psychology sequence, comprising a first class honours degree in psychology or equivalent, and
- a successful interview with the selection committee (for short-listed candidates), and
- two referee reports, one professional/personal and one academic.

For more information on the application and admission process for the PhD, visit acu.edu.au/research

Accreditation: The Master of Psychology (Educational and Developmental)/Doctor of Philosophy is currently accredited by the Australian Psychology Accreditation Council (APAC).

The Master of Psychology (Clinical)/Doctor of Philosophy is currently accredited by the Australian Psychology Accreditation Council (APAC) at the Melbourne Campus. It is accredited with conditions on the Strathfield Campus.

MASTER OF PSYCHOLOGY (CLINICAL)/DOCTOR OF PHILOSOPHY AND MASTER OF PSYCHOLOGY (EDUCATIONAL AND DEVELOPMENTAL)/DOCTOR OF PHILOSOPHY SAMPLE COURSE MAP (COMPLETION OF ONE YEAR OF THE MASTER DEGREE OPTION)

Year	Semester	Subjects	Research/Thesis
YEAR 1	Semester 1	Psychological assessment Foundations of practice	Therapeutic skills Research skills for psychological practice
	Semester 2	Practicum A Thesis – part 1	Diagnosis, assessment, formulation and intervention with children (Clinical stream) Diagnosis, assessment, formulation and intervention with adults (Educational and developmental stream) Learning difficulties: assessment and intervention
YEAR 2	Semester 1	(Clinical stream) Emerging therapies and psychopharmacology (Educational and developmental stream) Typical and atypical development	Research terms A, B, C and D Doctoral thesis FT, or Doctoral thesis PT
	Semester 2	Practicum B	
YEAR 3	Semester 1	(Clinical stream) Health psychology (Educational and developmental stream) Applied developmental psychology	Research terms A, B, C and D Doctoral thesis FT, or Doctoral thesis PT
	Semester 2	Practicum F	
YEAR 4	Semester 1	Practicum G	Research terms A, B, C and D (240 credit points) Doctoral thesis FT, or (240 credit points) Doctoral thesis PT
	Semester 2		

Clinical stream – Master of Psychology (Clinical)
Educational and developmental stream – Master of Psychology (Educational and Developmental)

Psychological assessment

Psychological assessment is the core competency of professional psychologists which most clearly differentiates them from other mental health professionals. As such, it is essential for professional psychologists to have a thorough understanding of psychological testing principles and practices.

This unit covers principles and methods of psychological test administration and interpretation, with a focus on the importance of developmental system models and cultural sensitivity in assessment. The unit is designed to familiarise you with the major methods of evaluating cognitive functioning and behavioural/emotional adjustment of infants, children, adolescents and adults. The overall aim of the unit is to teach skills in evaluation, administration and interpretation of psychological tests and to assist you to become competent in integration of the diverse information gathered during psychological assessment.

Foundations of practice

In order to ensure that clients of psychologists receive the best possible services and are protected from potential harm, a thorough knowledge of professional ethical practice and a solid grounding in fundamental clinical skills are required. This unit covers issues in professional practice, professional codes, statutory frameworks, such as the purpose and scope of the Health Professions Registration Act (2005), and state and federal privacy legislation. Developing and applying an ethical decision-making approach in psychological practice is emphasised. Specific topics will also be explored, such as client rights, who is the client in third-party referrals, the impact of multiple role relationships, the need for professional boundaries, and the purposes and limits of confidentiality. Fundamental clinical skills covered in the unit include clinical interviewing, case formulation, risk assessment, record keeping, communicating with third parties and providing feedback to clients. This unit aims to ensure that you acquire and are able to understand and apply foundational, ethical knowledge and fundamental clinical skills.

Health psychology (clinical stream only)

In line with the scientific-practitioner model of evidence-based practice, this unit is designed to provide a detailed study of health psychology, behavioural medicine and rehabilitation principles and procedures, and their evidence-based applications in clinical health settings. It will cover psychosocial processes associated with health, illness and health-promoting behaviours, as well as the application of evidence-based psychological interventions targeting health and illness. There will be a particular focus on psychological interventions of major health problems (eg drug and alcohol or obesity problems). Motivational intervention and relapse prevention will also be covered. Issues related to working within a multidisciplinary team will be addressed. The aim is to provide you essential knowledge and analytic and practical skills to support the practice of clinical psychology in health settings.

Therapeutic skills

The ability to conduct effective, evidence-based therapeutic intervention is a core competency required of psychologists in order to provide optimal benefit to their clients and the community. In order to achieve this competence, it is necessary to have strong communication and interpersonal skills, sound theoretical knowledge, and the ability to effectively apply the techniques of at least one evidence-based therapeutic approach.

This unit provides theoretical and practical training in non-specific therapeutic factors, basic counselling skills across the lifespan, behavior therapy, and cognitive behavior therapy. A multi-cultural perspective is encouraged. The aim of the unit is to develop and enhance interpersonal and communication skills, understanding of evidence-based therapeutic approaches, and the ability to apply therapeutic techniques effectively.

Research skills for psychological practice

In line with the scientist-practitioner model of evidence-based practice, this unit is designed to develop knowledge and skills in research methods relevant to clinical practice. This helps you become a competent scientist and practitioner who is able to consult research literature in order to employ empirically supported treatments to help your clients and use research methods to evaluate your own practices.

This unit will focus on a variety of methodological approaches to research. In addition to the principles and procedures governing the use of statistics in clinical research, it will cover qualitative and quantitative research methods and research designs. This includes single-case designs and their application to clinical research, and methods to evaluate service delivery.

The aim is to provide you with research and analytic skills to support your own research projects, as well as evidence-based practice in your later careers as psychologists.

Diagnosis, assessment, formulation and intervention with children

The practice of clinical psychology requires an in-depth and critical understanding and application of the principles and methods of psychological diagnosis, assessment, formulation and intervention of psychological disorders. This unit covers the critical examination of major diagnostic systems and diagnostic criteria, and competencies to reliably diagnose common psychological disorders, including adjustment, anxiety, depressive, eating, and substance use disorders in childhood and adolescents. It also covers the psychological assessment and treatment of children and adolescents, including behavioural and clinical assessment and management of common psychological disorders in children and adolescents, such as anxiety disorders, mood disorders, internalising and externalising problems, and autistic spectrum disorders. Risk assessment and screening for psychosis will also be reviewed. The aim of this unit is to facilitate the development of knowledge of assessment and intervention skills, with a particular focus on evidence-based assessment, formulation, and intervention for psychological disorders in childhood and adolescence.

Diagnosis, assessment, formulation and intervention with adults (clinical stream only)

The practice of clinical psychology requires an in-depth and critical understanding and application of the principles and methods of psychological diagnosis, assessment, formulation and intervention of psychological disorders. This unit covers diagnostic criteria, aetiological factors, and psychological models relevant to assessment. It also covers severe psychological disorders and empirically validated interventions for severe manifestations of psychological disorders, including severe anxiety (eg OCD and PTSD) and mood disorders (eg bipolar), personality, and psychotic disorders in adults. The aim of this unit is to facilitate the development of knowledge of assessment and intervention skills, with a particular focus on evidence-based assessment, formulation and intervention for psychological disorders in adults.



Emerging therapies and psychopharmacology (clinical stream only)

The practice of clinical psychology is based on the scientist-practitioner model, and as such, knowledge and critical analysis of empirically validated interventions is essential for evidence-based practice. This unit has two components that provide you with further knowledge of other interventions relevant to clinical psychology. The first component (emerging therapies) will focus on providing an introduction to the theory and practice of a transdiagnostic psychotherapeutic intervention that has emerging empirical evidence (eg acceptance and commitment therapy). In this component, you will gain an understanding of the principles underlying the emerging therapy and will learn to develop formulations and treatment plans consistent with these principles. The second component is psychopharmacology. It will provide you with a basic understanding of empirically validated psychopharmacological treatments for psychological disorders. You will also acquire knowledge of the basic principles of drug action and pharmacokinetics, and the common indications, contraindications, and adverse effects of psychotropic medication. The aim of the unit is to ensure familiarity with the theoretical foundations and therapeutic techniques of ACT, and with the basic principles and applications of psychopharmacological treatment.

Applied developmental psychology (educational and developmental stream only)

It is important that you can view psychological difficulties that arise across the lifespan through a developmental lens. This unit focuses on difficulties that arise for individuals and families across the lifespan. You will gain a sound understanding of factors that influence the course of development, and developmental problems and challenges that may be faced. You will describe, explain, assess, and provide intervention for challenges arising in each life phase. Key concepts such as developmental continuity and discontinuity, risk and resilience, individual differences and processes of change will be addressed. Typical challenges to be addressed will include attachment difficulties across the lifespan, abuse and neglect,

childhood trauma, and difficulties with peer relationships, academic failure and self-esteem, and family dysfunction. The aim of the unit is to enable you to integrate their knowledge of developmental theory with psychological problems that present across the lifespan.

Learning difficulties: assessment and intervention (educational and developmental stream only)

Educational and developmental psychologists work with individuals who have difficulties in a range of learning areas and need to know how to identify and treat these difficulties. This unit focuses on the assessment and treatment of specific learning difficulties. The unit will cover developmental trends in the acquisition of literacy and numeracy skills, and the theories that attempt to explain difficulties in these areas of learning. Approaches to assessment and intervention will be covered in depth, with an emphasis on empirically validated procedures. The unit will also examine common comorbid conditions and how these affect assessment and intervention. The aim will be to learn how to apply learning theories to the assessment, diagnosis and treatment of specific learning disorders.

Typical and atypical development (educational and developmental stream only)

Educational and developmental psychologists work with individuals displaying a range of abilities and disabilities across the lifespan. This unit introduces you to groups within the population whose development is exceptional or atypical. The emphasis will be on diagnosis, assessment, and intervention for individuals with one of the major developmental disabilities/disorders, such as intellectual disability, autism spectrum disorder, ADHD, or language disorders. The unit will also enable you to examine the special needs of gifted children. Research from a range of psychological, clinical, and neuropsychological fields, as well as medical fields, will inform this unit. The unit aims to prepare you to work with individuals across the lifespan within family, educational, and community settings.

Practicum A/B/C

These units are designed to provide you with experience in the delivery of a range of psychological services in real-world settings. They will complement the theoretical and simulated learning that takes place in coursework units. The emphasis is on skill development in a supervised, structured environment. You are encouraged to approach applied problems and skill-based learning from a hypothesis-based assessment perspective, consistent with a scientist-practitioner model. You also take part in a weekly group case conference. Professional ethics and behaviours are an integral part of learning in this unit. The aim of these units is to facilitate the development of initial psychological practice skills.

Practicum F/G

These are the third and fourth units in a series of units designed to provide you with experience in delivering a range of psychological services in real-world settings, complementing the theoretical and simulated learning that takes place in coursework units. The emphasis is on skill development in a supervised, structured environment. You are encouraged to approach applied problems and skill-based learning from a hypothesis-based assessment perspective consistent with a scientist-practitioner model. You also take part in weekly group case conferences. Professional ethics and behaviours are an integral part of learning in this unit. The aim of this unit is to facilitate the development of psychological practice skills.

Thesis part 1

The practice of psychology is based on the scientist-practitioner model, and as such, knowledge and critical analysis of research is essential for evidence-based practice. This is the first of three units over three semesters in which you will engage in a significant research investigation/project under supervision. The project will address an area relevant to the specialisation stream that a student is enrolled in. In this unit, you will complete the groundwork for the project, including a research proposal and ethics application (as appropriate). You are expected to complete the remainder of the research project in the second year of the course. The aim of this unit is to develop a proposal for a research project in an area of psychology related to your specialist stream (clinical or educational and developmental).

Thesis part 2

The practice of psychology is based on the scientist-practitioner model, and as such, knowledge and critical analysis of research is essential for evidence-based practice. This unit is the second of three research units. It continues your research in an area relevant to the specialisation stream they are enrolled in. By the end of this stage, you should have completed a thorough written literature review and have made substantial progress in the acquisition and/or processing of data. The main aim of this unit is to produce a literature review on an area of psychology related to your specialist stream (clinical or educational and developmental).

Thesis part 3

The practice of psychology is based on the scientist-practitioner model, and as such, knowledge and critical analysis of research is essential for evidence-based practice. This unit is the third of three research units. It continues your research in an area relevant to the specialisation stream they are enrolled in. By the end of this stage, you should have completed a thorough written literature review and have made substantial progress in the acquisition and/or processing of data. The main aim of this unit is to produce an empirical paper in an area of psychology related to your specialist stream (clinical or educational and developmental).

Research

Master of Philosophy

 Melbourne, Strathfield  2 yrs FT (or equivalent PT)

The Master of Philosophy (MPhil) is a two year research degree in any field covered by the University. It is assessed on the basis of a written thesis, which is submitted at the conclusion of the degree.

Entry requirements: An applicant for admission to candidature for the Master of Philosophy must have completed one of the following:

- an appropriate undergraduate degree with honours at a minimum level of Second Class Division B (Hons 2B), or
- postgraduate research training (eg coursework completed to credit level or higher or a master-by-coursework degree), or
- demonstrated research experience with evidence of capacity to undertake independent research work (eg a first author publication).

Doctor of Philosophy

 Melbourne, Strathfield  3 to 4 yrs FT (or equivalent PT)

The Doctor of Philosophy (PhD) is awarded for high-level research and, as such, it is expected that you will make a contribution to knowledge in your chosen field.

A PhD may be undertaken by two different means:

1. Traditional PhD: A PhD candidate's work is assessed on the basis of a thesis.
2. PhD with publication: A PhD candidate's work is assessed on the basis of the submission of a thesis containing a number of papers written up as journal articles.

Entry requirements: An applicant for admission to candidature for the degree of Doctor of Philosophy must have completed one of the following:

- an appropriate undergraduate degree with honours at a minimum level of Second Class Division A (Honours 2A) or equivalent, or
- a masters degree with appropriate research training in a relevant field, or
- an equivalent qualification.





Joanne Yates
Senior Leaders'
Program graduate

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