The Faculty of Health Sciences
Postgraduate Courses Guide

2014
WELCOME FROM THE EXECUTIVE DEAN, PROFESSOR MICHELLE CAMPBELL

The Faculty of Health Sciences at the Australian Catholic University (ACU) prepares highly qualified graduates in the areas of exercise science, midwifery, nursing, paramedicine, physiotherapy, public health, occupational therapy, and speech pathology.

The Faculty is in a period of dynamic change positioning itself to be a leading teaching and research Faculty. Our courses are developed within the Catholic intellectual tradition with the goal of preparing graduates in health with an emphasis on social justice and equity, and sustainability. Health outcomes are a key focus of our postgraduate courses and higher degree research student learning.

As a community of scholars, the Faculty seeks to promote the uniqueness, personal integrity and the potential of each of its members. Its goals are closely linked to the mission of the University with key areas of achievement that include learning and teaching, research and community engagement with specific objectives regarding internationalisation, quality and resource management. The Faculty’s own Centre for Learning and Teaching was launched in 2012 with the specific aim of fostering a culture of excellence and scholarship in learning and teaching within the Faculty. The Faculty is committed to helping the vulnerable in society including Indigenous people, the elderly and disabled and aims to enhance the dignity of each individual within its community.

If you are considering postgraduate study at ACU, I urge you to read on. With Schools and national research centres across the University’s six campuses, the Faculty of Health Sciences provides an exciting and dynamic environment in which to pursue further study. I am confident you will find your studies with the Faculty of Health Sciences a rewarding experience.
A national institution
ACU is the only university listed as a national institution by the official Universities Australia body and is one of the fastest growing university in Australia.

History
ACU was founded from Catholic tertiary institutions that have been training teachers and nurses since the mid-19th century.

In the early ‘90s, the fledgling university began with some substantial buildings and developed additional structures on what were to become its six campuses – Ballarat, Brisbane, Canberra, Melbourne, North Sydney and Strathfield.

Today, the University offers courses in six faculties – Arts and Sciences, Business, Education, Health Sciences, Law, and Theology and Philosophy.

Objectives of the University
• ACU has a strong Mission Statement, which informs all of its activities;
• ACU shares with universities worldwide a commitment to quality in teaching, research and service;
• It aspires to be a community characterised by free enquiry and academic integrity;
• The University seeks to make a specific contribution to its local, national and international communities;
• It explicitly engages the social, ethical and religious dimensions of the questions it faces in teaching, research and service;
• In its endeavours, ACU is guided by a fundamental concern for justice and equity, and for the dignity of all human beings.

Growth
ACU is one of the fastest growing universities in Australia, and has experienced the biggest increase of undergraduate students in the country – growing by 36 per cent between 2009 and 2012.

This enrolment boost has coincided with a major capital expansion including the purchase of a North Sydney office tower, NCR House, and construction of the University’s sustainable health sciences hub, The Daniel Mannix Building in Melbourne.

Student Resources
The University’s commitment to learning and teaching is outlined in its strategic plan. The University’s Learning and Teaching Centre (LTC) promotes excellence by, supporting scholarship in learning and teaching and the professional development of academic staff as well as the enabling technology platforms for course delivery and student engagement. LTC provides leadership in strategy, policy and capacity-building promoting excellence in learning and teaching at ACU, including online learning. The LTC partners with Faculties, IT Services and the Library, as well as the Office of Student Success in the delivery of outcomes under ACU’s Strategic Plan.

Faculty-specific liaison librarians are information specialists who deliver services to support the teaching, learning and research needs of staff and students at ACU. Specifically, they assist by:

• offering advice on developing search strategies, effective use of electronic resources and techniques for keeping up to date;
• providing information about impact factors and rankings for key journals to help students and staff decide where to publish;
• providing information and training in cited reference searching;
• advising on managing research data and information with EndNote;
• maintaining a library collection relevant to the research needs of the faculty.

Centre for Learning and Teaching Health
In 2012, the Faculty of Health Sciences launched its own Centre for Learning and Teaching (C4LTH), designed to augment the work of the University’s own LTC. Its objective is to foster a culture of excellence and scholarship and to promote quality learning and teaching practice that is based on sound principles, pedagogy, practice and scholarship. Its main foci are on assisting staff to transform and innovate traditional approaches to teaching and to ensure that students’ experience of study within the Faculty is engaging and fulfilling.
ACU continues to invest heavily in strategic research programs across the University, and the early results have been pleasing as we continue to maintain our growth momentum: In 2011, ACU increased publications by 5 per cent and external grant funding for research by 14 per cent over 2010. A renewed emphasis on research is evidenced by the University’s 2010 Excellence in Research for Australia (ERA) results. The Faculty of Health Sciences has doubled its research grant income over the two-year period to 2011, while the number of staff with research publications has risen from a quarter to a third in the same period.

Drive for Quality Research
ACU is committed to creating a specialised, growing and well-regarded research environment. In pursuing this goal, the University is building research capacity in areas that are strongly aligned with the University’s unique identity and Mission.

The University research strategy focuses on four areas of central importance to the community: Theology and Philosophy; Health; Education; and the Common Good and Social Justice. The University has concentrated its elite researchers into six University Priority Research Centres and a number of emerging research strengths to create research synergy and to optimise research productivity.

Restructure to support Growth
A research master plan was implemented to improve the management and performance of research at ACU. It contains programs to improve the organisational structure; recruit outstanding personnel to establish five new research teams; embed 16 research-support teams through the faculties; establish a Research Advisory Committee; initiate research training courses; and a program to facilitate the completion of doctoral degrees by staff.

Developing a Research Culture
Research students are an integral part of the research culture. The University offers a wide range of opportunities to undertake supervised research at either the masters or doctoral level in research centres and schools in each faculty. Both traditional (PhD) and professional research doctorates (EdD) are available as well as masters level research higher degrees. Broad discipline areas include Arts, Business, Education, Environmental Science, Exercise Science, Midwifery, Nursing, Philosophy, Psychology, Religious Education, Social Work and Theology.

Publications and Grants
ACU researchers have received a number of research awards, including Linkage and Discovery grants from the Australian Research Council (ARC). Recent grants include: Professor Christine Imms, Professor of Occupational Therapy and Head of School, Allied and Public Health, was awarded a NHMRC Partnership Projects Grant of $865,853 for her research project The best service at the best time: Improving the implementation of research for children with cerebral palsy. This was the highest amount awarded in this specific round.

Professor Sandy Middleton, Director of the National Centre for Clinical Outcomes Research (NaCCOR) and Professor of Nursing in the School of Nursing, Midwifery and Paramedicine was awarded a $2.2million grant for 2012-2016 from the National Health and Medical Research Council for her research project: Triage, Treatment and Transfer of patients with stroke in emergency departments Trial.

Professor Anne Gardner, Professor of Nursing, School of Nursing, Midwifery and Paramedicine, Faculty of Health Sciences, and Research Associate, NaCCOR, was also awarded an ARC grant of $291,000 over three years for her research Educating for health service reform: clinical learning, governance, and capability.

Fast Facts
- More than 7,000 students across undergraduate and postgraduate courses
- Approximately 1,500 International students
- 78 Aboriginal and Torres Strait Islander students

Faculty Structure
The Faculty consists of four schools and two dedicated research institutes:
- School of Allied and Public Health
- School of Exercise Science
- School of Nursing, Midwifery and Paramedicine
- School of Physiotherapy
- Centre of Physical Activity Across the Lifespan (CoPAAL)
- National Centre for Clinical Outcomes Research (NaCCOR)

The Faculty of Health Sciences is represented on all six of ACU’s campuses.
POSTGRADUATE PROGRAMS

Coursework
- Master of Clinical Exercise Physiology
- Graduate Certificate in Clinical Education
- Graduate Diploma in Clinical Education
- Master of Clinical Education
- Graduate Certificate in Clinical Nursing
- Graduate Diploma in Clinical Nursing
- Master of Clinical Nursing
- Graduate Certificate in Health Administration
- Graduate Diploma in Health Administration
- Master of Health Administration
- Graduate Certificate in High Performance Sport*
- Graduate Diploma in High Performance Sport*
- Master of High Performance Sport*
- Graduate Certificate in Mental Health*
- Graduate Diploma in Mental Health*
- Master of Mental Health*
  - Nursing and Allied Health specialisations
- Master of Nursing (Practice Inquiry)
- Graduate Certificate in Business Administration (Health)
- Graduate Diploma in Business Administration (Health)
- Master of Business Administration (Health)
* subject to approval

Research
- Master of Exercise Science (Research)
- Master of Midwifery (Research)
- Master of Nursing (Research)
- Master of Philosophy (MPhil)
- Doctorate of Philosophy (PhD)

Partnerships
The Faculty has fostered partnerships with a number of health-care providers enabling it to open clinical schools with Calvary Health Care in Canberra (ACT), St Vincent’s Hospital in Toowoomba (Qld), and Mercy Health in Werribee (Vic). The University continues to invest in expanding health sciences facilities on its campuses with the opening in 2012 of a new Health and Wellness Centre in Melbourne and the first of the ACU Health Clinics in Brisbane. Work is underway for the second ACU Health Clinic opening in North Sydney in 2013. ACU has fostered a number of collaborative research partnerships with professorial appointments to joint chair positions within some of its key partner organisations ensuring research success for the Faculty:
- Calvary Health Care, Canberra
- Catholic Homes, nationally
- Collingwood Football Club, Melbourne
- Mater Health Services, Brisbane
- Melbourne Health
- Mercy Health, Melbourne
- North Melbourne Football Club
- RSL LifeCare, nationally
- Southern Health, Melbourne
- St Vincents Hospital, Centre for Nursing Research, Melbourne
- St Vincents & Mater Health, Sydney Nursing Research Institute
- St Vincents & Mercy Private Hospital Melbourne
- Sydney Football Club
- The Prince Charles Hospital, Brisbane

Accreditation
All programs in the Faculty are accredited (or – in the case of those programs whose first cohort of students have not yet graduated – are in the process of seeking accreditation) with the major accreditation bodies.

Learning and Teaching and Research
The Faculty of Health Sciences has continued to perform well over the past year in both teaching and research. Notable achievements include:
- the expansion of e-learning capacity with new technologies adopted across the Faculty enabling an on-demand learning environment;
- world-class status with its Nursing research in the ERA initiative
- First research outputs from the newly established School of Physiotherapy.

Clinical Professional Development
ACU Executive Education Healthcare Hub is a dedicated resource for Clinical Professional Development (CPD) and executive education for health care professionals. All programs offered by the Healthcare Hub are approved by the Australian Nursing and Midwifery Accreditation Council (ANMAC) and provide participants with recognised Clinical Professional Development hours. Being part of a national university also means that some of the Healthcare Hub’s programs offer recognised pathways to post–graduate qualifications such as the MBA (Health) and Master of Clinical Nursing.

The Healthcare Hub also delivers customised educational programs for leadership teams and individual executive coaching. For full details of the Healthcare Hub programs please contact Stacey Astley (02) 9739 2491 or e: stacey.astley@acu.edu.au
Postgraduate study in the Faculty of Health Sciences

Following undergraduate degree studies, many graduates will pursue postgraduate studies in order to enhance existing qualifications or work experience with specialist skills. Postgraduate study can also equip graduates with research opportunities and research skills.

There are two types of postgraduate programs:

- Coursework programs
- Research higher degree programs.

HONOURS

Bridging the gap between undergraduate and postgraduate programs are Honours programs. These are not strictly postgraduate but are undertaken by strong bachelor’s-degree students, by invitation.

Honours Programs

The main purpose of Honours programs, irrespective of discipline, is to allow students to build upon the knowledge gained in the Pass degree and to develop research techniques for further study at higher degree level. However, recognising that many Honours graduates do not subsequently undertake research degrees, there will also be opportunity for the development of attributes associated with research practice that have wider application.

Two types of Honours programs are offered within the Faculty:

- Fourth-year Honours programs (Nursing, Midwifery, Exercise Science) undertaken after completion of a three-year bachelor degree.
- Embedded Honours programs (Occupational Therapy and Physiotherapy) undertaken in association with a four-year bachelor degree: during third and fourth years.

Honours programs contain a mix of advanced theory, professional training (where appropriate), and research training and a research project leading to a thesis. The research project leading to a thesis is worth between 30 and 50 credit points.

Faculty Honours Student Support Scheme (FHSSS)

Initiated in 2008, the Faculty Honours Student Support Scheme (FHSSS) provides financial support for students eligible for an honours degree, to undertake research in relevant areas identified by Faculty staff in conjunction with industry partners. In Nursing, the FHSSS combines the new graduate year with an honours program offering a unique opportunity for new Nursing graduates to gain clinical experience by working three days a week in their clinical areas whilst undergoing training in research methods for two days a week. In Exercise Science, the FHSSS is available to full-time Honours students on a competitive basis, with the success of an application based on the applicant’s grade point average, the quality and feasibility of the proposed project, and how the project fits with CoPAAL, Faculty and University research priorities.

Lauren Tomkins, Sports Science, Honours

“I am currently completing my Bachelor of Exercise and Sport Science (Honours) at ACU Melbourne. It has been a busy year so far but I have enjoyed the challenge and have learnt a considerable amount about what research is all about. I started back in mid-January with an intensive two-week unit about research methods where I also meet all the other Melbourne and interstate students completing honours at ACU in 2012. Honours has provided me the opportunity to learn about the processes involved in completing a research project and has provided me a large amount of knowledge about what opportunities there are for a researcher in field of exercise science. During my undergraduate bachelor degree in exercise science at ACU I developed a good rapport with many of the Exercise Science staff and found they were always willing to provide encouragement, support, and assistance to their students regarding any of the course content and assignments. I therefore chose to complete my honours at ACU as I was confident I would get the same support with my Honours studies. I would like to thank my honours supervisors for the support and advice they have already given me as they have provided me with the opportunity to get the most out of my honours year. Also, I was able to choose the exact topic area for my Honours project from a wide-range of potential projects covering many diverse areas in exercise science. My favourite part of my Honours year so far was the oral research proposals, where all the ACU Honours students from Melbourne and interstate gave an overview of their research projects via video conference. There are definitely some interesting research opportunities out there. My project is focused around using the Microsoft Xbox Kinect to measure physical function in patients with knee osteoarthritis. I am also comparing self-reported and physical measures of function in this population and assessing differences in movement patterns between people with varying levels of osteoarthritis severity. I am about to start data collection and am excited to see what results I will get. My advice to those who are thinking about completing their Bachelor of Exercise Science (Honours) at ACU is to think about the topic area you want to do and approach the lecturers who specialise in this area to see what topics they can offer. During your Honours year, take every opportunity to learn more and seek support from your supervisors and the other Honours students whenever you can.”
Characteristics of Learning Outcomes

Characteristics of learning outcomes in Honours programs include:

- a knowledge and application of research skills, methodology and technology and a capacity to conduct independent, self-directed research as well as to contribute effectively to research teams;
- advanced conceptual and critical analysis skills and further development and consolidation of cumulative, sequential specialist/discipline knowledge or initial engagement with a new area of knowledge at the cutting edge of research;
- a capacity to critically identify problems requiring research and to develop appropriate solutions/methodology to collect, analyse and interpret data; and
- a capacity to complete, to a high standard, a thesis with a significant component of research, as a basis for higher degree research and professional practice. Honours theses will normally be between 10,000 and 15,000 words in length.

COURSEWORK: POSTGRADUATE

Coursework programs

Coursework programs require the successful completion of a set of postgraduate subjects. Assessment usually includes a combination of formal exams, written assignments, group work and presentations.

Graduate certificate

This usually takes 12 months to complete in part-time mode and offers further study to graduates in an area related to their bachelor degree or professional experience. Subjects successfully completed may be credited towards a graduate diploma.

The minimum entry requirement for the Graduate Certificate is a three-year Bachelor degree.

Graduate diploma

This usually takes 12 months to complete in full-time mode, and offers further study to graduates in an area related to their bachelor degree or professional experience. Subjects successfully completed may be credited towards a coursework masters. There is usually a research component to this qualification.

The minimum entry requirement for the Graduate Diploma is a three-year Bachelor degree; or a Graduate Certificate in the discipline.

Masters by Coursework

This usually takes 18 months to complete in full-time mode, expanding the breadth and depth of graduates’ knowledge and skills and combining coursework, a health inquiry project or a research dissertation.

The minimum entry requirement for a masters by coursework is a bachelor degree in a related discipline.

RESEARCH

Pathways

Entry to research higher degrees usually requires a first or second class (Division A) bachelor degree with Honours.

Masters by Research

A Masters by Research is a two-year full-time (or part-time equivalent) research degree, designed for candidates with no prior research degree, training, experience or qualifications but strong undergraduate qualifications and professional experience.

Master of Philosophy

A MPhil is awarded on the basis of examination of a thesis which demonstrates the ability of a candidate to conduct a research program, a command of the knowledge and skills pertinent to the area of investigation, and a critical appreciation and understanding of the relationship of the candidate’s work to the work of others within the subject area. An applicant for admission to candidature for the degree of Master of Philosophy must have completed one of the following:

- an appropriate undergraduate Honours degree or equivalent; or
- a Masters degree with appropriate research training in a relevant field; or
- a Masters preliminary program; or
- an equivalent qualification or experience.

A PhD is awarded on the basis of examination of a thesis involving a high-level of research which contributes to existing knowledge in that area of expertise.

PhD by Publication

This degree is suited to those candidates who would benefit from having several papers published during their candidature and whose research area involves several stages or topics that can form the basis for a series of papers. The number of papers prescribed will be determined by the overall contribution the combined body of work makes to the discipline.

Undertaking a research degree in the Faculty of Health Sciences

The Faculty of Health Sciences offers excellent and innovative research education and training. In 2012 71 candidates undertook Higher degrees by Research. The Faculty’s strengths are its strong linkages with clinical partners, commitment to better health outcomes for patients and populations, dedication to social good across all aspects of the health portfolio.

Enrolling in a research degree represents an opportunity to focus on an area of particular interest and to make an important contribution to the development of new knowledge in society. It also enables candidates to work with academics with specialist expertise in their specific area of study.

Commencing a higher degree by research is a big commitment. If you study full time, a Doctor of Philosophy (PhD) will take at least three years and a Master of Philosophy (MPhil) will take two years. Research
degrees can be undertaken on a part-time equivalent basis however students should consider the impact on work and other responsibilities and how they can best make progress on a part time basis. A conversation with the Associate Dean (Research) may be helpful. Time to completion can be doubled if you are studying part time (which assumes you are committing approximately 20 hours a week to your research).

Working and Studying at the same time
Many students choose to work and study at the same time, however since a research degree requires a lot of time and energy, it is recommended that candidates engage in part time employment rather than full time and consider selecting a research topic that complements their employment. If you are a full time worker it is advisable to check if you can negotiate some study leave with your employer.

International candidates
The entry criteria noted above apply. In addition, for all research degrees, academic IELTS 6.5 (including individual scores of 6.0 for all tests) are required unless your previous tertiary studies were undertaken in English in (for example) Australia, Canada, New Zealand, the United Kingdom or the United States of America.

Special Admission
Applicants who do not meet the general entry requirements, but who have other qualifications and/or professional experience which would provide a sound basis for admission may be considered for special entry to these courses.

Overview
If you have not completed a research degree before, and you do not have research publications or have not completed research training in a prior degree, then you should consider the Master of Midwifery (Research), Master of Nursing (Research), or Master of Exercise Science (Research).

There may be some flexibility around these guidelines depending on experience and prior education. If in doubt please approach the Associate Dean (Research), Professor Janet Hiller, e: adr-fhs@acu.edu.au

What sort of research topics can I explore?
ACU maintains a searchable Research Expertise Register (RexR) which outlines the research interests of academic staff with links to further details of their publications and research activities. Browsing RexR (www.acu.edu.au/research) will provide ideas for areas of strength in the Faculty of Health Sciences.

Applications for admission
If you are interested in applying for admission to candidature for a research degree, it is worthwhile contacting the Associate Dean Research for a preliminary discussion before completing the online application available from www.acu.edu.au/research.

Professor Janet Hiller is an epidemiologist, public health and health services academic and researcher. In 2011, Professor Hiller moved to Melbourne to take up a post with ACU as Associate Dean (Research), Faculty of Health Sciences. She has responsibilities over the four schools within the Faculty, across campuses in Victoria, NSW, Queensland and ACT. Professor Hiller was previously employed by the University of Adelaide for over 20 years.

Professor Hiller has also taken on a number of policy roles in health technology assessment, chairing a new evidence-based process to inform reimbursement decision for stoma products and as member of an advisory committee to the Australian government on safety, effectiveness and cost effectiveness of medical technologies and procedures. In addition, she is involved in a number of research projects associated with technology assessment focusing on disinvestment from technologies of questionable cost effectiveness, direct to consumer marketing of diagnostics, telehealth and community engagement in health technology assessment.

The Office of the Associate Dean (Research) has initiated an exciting research conversation series in 2012 where researchers from different Schools and locations presented on a common theme. This series is now embedded into the Faculty's events and is open to everyone in the Faculty. Other plans from the office include reviewing its support and management of all of our Higher Degree Research students in the Faculty. For the first time, ACU’s ERA submission will be evaluated for its research quality in Human Movement and Sports Science, Public Health and Health Services and in Psychology and Cognitive Sciences.
"I embarked on my PhD journey in 2010, under the tutelage of Professor Geraldine Naughton from the Melbourne campus of ACU, and Professor Philippe Obert from the University of Avignon, France. For me, the decision to begin a PhD in Exercise and Health Science at ACU stemmed from my thirst to know more about this rapidly growing, and increasingly critical area. The smaller, more personalised setting of ACU meant that I wouldn’t just be a number, but rather, a member of the community of academics, able to network and share in the research experience.

So far, my two years as a PhD student have been filled with exciting opportunities. Professor Naughton’s collaboration with Professor Obert allowed me to inject an international dimension to my research, as I was fortunate enough to spend a year in Professor Obert’s lab in the south of France. Back on home soil, the collaboration between ACU and the St Vincent hospital (situated adjacent to the University in Melbourne) has permitted me to continue building my skill and experience in echocardiography. My research aims to identify subtle cardiovascular changes in populations with metabolic disturbances, while the innovation of my PhD lies in the use of cutting-edge echocardiographic technology, known as speckle tracking imaging. Thus, having the support of both paramedical sonographers at St Vincent’s Hospital and a leading team of cardiovascular researchers in France has been invaluable. I hope to always have a foot in the door with research in exercise and health science at ACU, all the while one day potentially working full-time as a cardiac sonographer."
Asmara Jammali-Blasi finished her Bachelor of Nursing degree from ACU in 2007, and still unsure of where she wanted to take this degree proceeded to complete a new graduate program as a registered nurse at St Vincent’s Hospital. Later during that year, a wonderful opportunity to undertake an Honours degree as part of the Faculty Honours Support Scheme offered by ACU became available. During the Bachelor of Nursing (Honours) program, Asmara completed a study investigating 90-days post-stroke outcomes under the supervision and mentorship of Professor Sandy Middleton and Associate Professor McInnes. This project was disseminated through a journal publication in the international Journal of Vascular Nursing and two stroke conferences (one of which was international). A first-class Honours was awarded following the completion of this study and Asmara went on to receive the ACU University Medal, the first time this award has been given to a nurse. Asmara continued her employment with Professor Middleton and Associate Professor McInnes at the Nursing Research Institute, a joint collaboration between ACU and St Vincent’s Mater Health Sydney, as a research assistant. This position allowed for continued mentoring in the areas of research conduct and dissemination seeing a further five manuscripts being published and a number of seminar and conference presentations in the areas of pressure ulcers (Cochrane reviews), Mental Health Consultation Liaison Nurses and critical appraisal of Literature. With a keen, developing interest in the field of Public Health and research, Asmara went on to complete a Masters in Public Health at Sydney University last year and used the extensive skills gained from this postgraduate degree to be offered as position as State Project Co-ordinator for a multi-million dollar NHMRC-funded cluster randomised control trial being led by Professor Middleton and her team. Asmara also continues to work as a research assistant at the NRI, writing research manuscripts, conducting data analyses and assisting clinicians in their research project development.
Faculty of Health Sciences Research Centres

The Centre of Physical Activity Across the Lifespan (CoPAAL)
CoPAAL was established in 2004 and was the first research centre to be established by the Faculty of Health Sciences. The aim was to improve research excellence and productivity in the School of Exercise Science. Its research falls within two major themes: The Role of Exercise in Preventive Medicine and Sports Science. To this end, CoPAAL remains committed to quality in research, research supervision, and professional development.

Graduates develop expertise in their chosen field and contribute significantly to the understanding of the role of physical activity in lifelong health. Since 2004, CoPAAL has been associated with three ARC Linkage, one ARC Discovery and two NHMRC grants.

The National Centre for Clinical Outcomes Research (NaCCOR)
NaCCOR was established in 2007 as a collaborative research centre comprising of partnerships between ACU and a number of public and private hospitals.

NaCCOR’s core work is conducting national multidisciplinary health services research programs. These reflect the needs of our partners and members, and involve collaborations with national and international health researchers.

The Cardiovascular Research Centre (CvRC)
The CvRC is a collaboration between St Vincent’s Hospital Melbourne, ACU and the University of Melbourne. Established in 2009, the CvRC is focused on conducting both basic and clinical outcomes-focused research in collaboration with local, national and international institutions.

Through its multidisciplinary research, the Centre aims to improve health outcomes by developing better health care initiatives for the prevention and treatment of cardiovascular diseases, as well as educating the public about risk management. The Centre also provides research training and higher education career pathways for medical, nursing and allied health professionals.

There are 10 areas of research within the Centre: interventional cardiology, health outcomes research, prevention of CVD, vascular and cardiac surgery, cardiac services, mental health and wellbeing, psychosocial research, basic CVD science, heart failure and imaging, and Aboriginal health.

The Senior Proven Research Team (SPRT)
The SPRT of the Faculty of Health Sciences is located in the CvRC. The primary aim of the SPRT is to provide critical mass of research expertise that will increase collaboration and mentoring and enhance research capacity in the faculty. Since the appointment of the first Senior Proven Researcher in June 2010, three other experienced researchers have joined the SPRT. The SPRT is dedicated to finding ways to improve the psychological and social health and wellbeing of those affected by cardiovascular disease – Australia’s number one cause of death.

The multidisciplinary research of the SPRT, which pervades local and national communities and hospital health sectors, aims to provide patients, families and clinicians with the information and skills necessary to improve cardiovascular health and wellbeing.

The team’s primary area of research examines the psychosocial aspects of cardiovascular disease, in which it has the demonstrated expertise to make a difference. Its research contributes evidence pertaining to psychosocial interventions and outcome measurement, inclusive of behavioural and lifestyle change, to reduce the risk of cardiovascular disease and burden.

Professor Naughton is a Professor in Paediatric Exercise Science and Director of the Centre of Physical Activity Across the Lifespan, School of Exercise Science, at the Melbourne campus. Her research focuses on health improvements through physical activity, in young people. She has researched with a range of young populations from overweight and obese children to intensively training adolescents. She is currently a member of the Victorian State Government’s Task Force on Sporting Injury Prevention.

Professor Geraldine Naughton, School of Exercise Science, Director, (CoPAAL)
Professor Middleton joined ACU in 2005. In 2008, she was appointed Professor of Nursing Research and Director of the Nursing Research Institute, a joint initiative between St Vincents & Mater Health, Sydney and ACU. She is also the Director of the National Centre for Clinical Outcomes Research, (NaCCOR) an ACU University Priority Research Centre.

Professor Middleton has a particular interest in stroke research and evaluation of nurse-led interventions to improve patient outcomes. Her interests also include research examining how to change clinician behaviour to improve evidence-based practice. Professor Middleton has an active health leadership profile in Australia and is a member of a number of peak bodies, including the Clinical Council of the National Stroke Foundation, and the research committees of the Clinical Excellence Commission and the Agency for Clinical Innovation.

Together with a team of researchers, Professor Middleton published the findings from the landmark Quality in Acute Stroke Care trial (QASC) in The Lancet which resulted in significant media coverage.

Professor Middleton has presented the results of QASC trial at conferences in Australia, Europe, and Britain and at the Canadian Stroke Congress where the trial won the 2011 Award for Impact. This trial was also awarded first place in the ACU Inaugural Competitive Research Symposium and was a finalist in the NSW Premier’s Public Sector Awards in the category of Excellence in Delivery.

Following on from these accomplishments, Professor Middleton and her colleagues were awarded a $2.2million grant for 2012-2016 from the National Health and Medical Research Council to conduct the ‘Triage, Treatment and Transfer of patients with stroke in emergency departments (T3) Trial’. This cluster-randomised trial involves working with clinicians in emergency departments in three states to improve stroke outcomes.
Professor Worrall-Carter is the Director of St Vincent’s Centre for Nursing Research (SVCNR), holding a joint position between St Vincent’s Hospital Melbourne and ACU. Professionally, she is a nurse and clinical health researcher with over 20 years experience in cardiovascular health and research. Her major areas of expertise include risk assessment and prevention of Cardiovascular Disease (CVD), women and CVD as well as exploring models of care around CVD and depression. Professor Worrall-Carter has received successful grants of over $1 million dollars and reviews for national grants such as the Australian Research Council and the Heart Foundation.

Professor David Thompson is Professor of Nursing at ACU where he co-heads the Psychosocial Research program in the Cardiovascular Research Centre. He is a Visiting Professor at King’s College London, University of Queensland, University of Stirling and Chinese University of Hong Kong. His major research interests reside in developing and validating disease-specific patient-reported outcome measures and designing and evaluating novel brief psychosocial interventions. Professor Thompson has extensive clinical and research experience in cardiovascular care and rehabilitation and has published widely, including over 500 papers in nursing, medical and psychological journals, 40 book chapters and 17 books. Professor Thompson has secured research funding totalling in excess of $35 million and has received numerous honours, including being elected a Fellow of the Royal College of Nursing, the European Society of Cardiology and the American Academy of Nursing.

Professor Worrall-Carter is a member of two editorial boards and a reviewer for five national and international cardiac journals (medical and nursing). She is also a foundation member of the Australasian Cardiovascular Nurses College (ACNC) and a foundation member of the Cardiovascular Nurses Council (CNC), the affiliate group of the Cardiac Society of Australia and New Zealand (CSANZ).
"My main field of study is in Nursing. My research is a randomised controlled trial testing the efficacy of motivational interviewing for emergency department attendees who have low-level mental health problems with or without risky alcohol consumption. Exclusions include those with severe mental health problems and alcohol dependency as the ability to intervene prior to further deterioration (preventative intervention) would be extremely effective with a broad impact in the short and long term. This is a novel approach for this vulnerable group as previous research has focused on a single lifestyle problem group such as those with risky alcohol use. This study will focus on a more complex group namely those with low-level mental health combined with risky alcohol use. In this context, there is no research to date that has investigated this co-morbidity in an emergency department setting.

I chose ACU because of the tremendous support I have received during my years of being a student there. I completed my Bachelor of Nursing and my Honours degree there and it seemed a natural progression to also enrol for my PhD. In my opinion, ACU has a proven track record for supporting students and helping them to achieve their goals.

I have had a very positive experience studying at ACU. I like the fact that it is a small university and I feel I have relationships with the staff there – they know who I am and I am not lost in the sea of students. I have found the staff to be incredibly supportive and there are many opportunities to develop my portfolio, i.e. membership on committees where I have opportunities to network with other ACU research staff in the other states. I also won an Australian Postgraduate Award which will take the pressure off me having to work full time for the next three years.

My supervisors are very helpful and are keen for me to finish my research in a timely fashion. We have organised monthly meetings where we can discuss my progress and they steer me in the right direction, especially for the literature reviews I have to complete. There are so many journal articles to go through and it’s easy to lose focus and get distracted and their expert guidance through this time is of great benefit to me.

When I complete my PhD, I would like to continue to do something which has meaning for me. I can’t tell you exactly what I want to do as my PhD journey is still in its infancy and I’m only focused on finishing. However, I was thinking that I would like to work either interstate or overseas."
The School of Allied and Public Health is the most recent addition to the Faculty of Health Sciences, launched in 2011. The Head of School, Professor Christine Imms, has a strong track record of successful supervision of postgraduate students having supervised 20 students, with 18 completed and two current. The School has opportunities for masters and doctoral students to join current projects within the field of childhood disability. In particular there are opportunities for postgraduate research in areas such as the participation of adolescents and young adults with cerebral palsy and other childhood disabilities; prospective studies into the effectiveness of upper limb interventions in cerebral palsy; studies into knowledge translation related to paediatric therapy; paediatrics particularly school-based activities, as well as developmental coordination disorder.

Within the discipline of speech pathology, there are opportunities for research related to autism spectrum disorders, child language and fluency disorders including stuttering.

Within public health there are substantial opportunities to pursue a research career with a number of academics in areas as diverse as nutrition, food security, sustainability, early detection of heart disease and health policy.

The following doctoral theses are currently being supervised in the School of Allied and Public Health:

- The internal validity and clinical utility of the Personal Care Participation Assessment and Resource Tool (PC-PART);
- Children with profound intellectual and multiple disabilities and participation in family activities;
- Elucidation of the etiology of overweight or obesity in cystic fibrosis (CF);
- Etiology of overweight in patients with cystic fibrosis;
- Multi-site Emergency Department mental health/alcohol risk study;
- Acculturation, Perceived discrimination and Type 2 diabetes among sub-Saharan African migrants;
- Early post surgical biopsychosocial predictors of successful and non-successful outcomes in bariatric surgery.

Professor Christine Imms, Professor of Occupational Therapy, School of Allied and Public Health

Professor Christine Imms’ research and publications are underpinned by a strong clinical foundation in paediatric occupational therapy and advanced knowledge in childhood disability and evidence-based practice. Professor Imms’ research predominantly involves children, in particular children with cerebral palsy. Professor Imms has expertise across a broad range of research methods and purposes including systematic reviews, randomised trials of therapeutic interventions, single-case designs, descriptive studies, qualitative research and studies related to development of measures and research into their reliability and validity.

Professor Imms’ research profile demonstrates contributions across a broad field of enquiry, encompassing varying diagnostic groups (cerebral palsy, congenital heart disease, congenital hand disorders, acquired brain injury), interventions (botulinum toxin, upper limb training, splinting), measures (participation, manual ability, dexterity,) and addresses a range of topics (participation, upper limb skills, pain, evidence based practice). Professor Imms has more than 50 publications including peer-reviewed journals, book chapters and an edited book. In addition, Professor Imms has established important collaborations with national and international research leaders in the field of childhood disability.
My studies focus on investigating the validity, and clinical utility of the Personal Care Participation Assessment and Resource Tool (PC-PART). There is worldwide recognition of the need to develop practical measures of the International Classification of Functioning, Disability and Health’s concept of ‘participation’, defined as a person’s involvement in a life situation. This research is needed to establish the PC-PART’s value as a clinical outcome measure.

I commenced my studies at a different university, and transferred to ACU in 2012, so that I could continue my studies with Professor Christine Imms as my primary supervisor. Christine moved to ACU at the end of 2011 to take up the new professorial position in Occupational Therapy here at ACU. Christine is everything a student could ever want in a supervisor... really! She is highly professional, very clever, collaborative, diligent, constructive in her feedback and always responsive to students’ needs. So for me, coming to ACU was an easy decision as a student!

For the short time that I have been a student at ACU, I have found all the staff I have come into contact with to be very helpful and friendly. The ACU staff made the transition of my studies to ACU so easy. I have been really impressed by the range of learning opportunities that have already been presented to me. One thing I’ve noticed at ACU so far is the extent to which on-line learning and video-conferencing is used to bring ACU staff and students together, from the different campuses. Another thing that has struck me about the ethos of ACU is an overt focus on respect and dignity towards people of different cultural backgrounds and beliefs, and the focus on working ethically to promote change in our community, professions and industries.
The School of Exercise Science comprises staff and students across three campuses – Melbourne, Sydney (Strathfield), and Brisbane. The staff includes researchers, lecturers and clinical supervisors who conduct research in the breadth of exercise science, ranging from sports science, elite athlete preparation and career development, recreation leadership, to the clinical applications of exercise in healthy populations, those with chronic disease, and/or injured populations. Staff and students of the School are committed to the ongoing development of unique programs which use sport and exercise as a vehicle for community development.

Postgraduate degrees available

Coursework
- Exercise and Health/Sports Science (Honours)
- Master of Clinical Exercise Physiology
- Graduate Certificate in High Performance Sport
- Graduate Diploma in High Performance Sport
- Master of High Performance Sport*  
  * subject to approval

Research
- Master of Exercise Science (Research)
- Master of Philosophy (MPhil)
- Doctor of Philosophy (PhD)

Course Details

HONOURS

EXERCISE AND HEALTH/SPORTS SCIENCE (HONOURS)

These courses are designed to provide an in-depth academic program in the discipline of exercise and health or sports science. They enable students to reflect upon processes needed to apply, explain, control and practice complex human performance behaviours. Further, they provide the opportunity to develop skills in undertaking research and to prepare for higher degree studies at the Masters and Doctoral level. Students will also be required to attend and participate in graduate seminars organised by the School.

Duration
Two semesters full-time or equivalent part-time

Entry Requirements
Applicants must have completed a relevant bachelor degree and attained grades of distinction or above in at least half of the graded units at second and third year levels, or completed at least one year’s experience in a related area of Exercise and Health, or Exercise and Sports Science.

Supervision and Examination of the Honours Thesis
On completion of the coursework and research components students will submit a written thesis. Honours theses will normally be between 10,000 and 15,000 words in length. The thesis will be prepared under the guidance of a supervisor appointed by the School Committee on the advice of the Head of School. The examination and assessment of the thesis will adhere to the Faculty policy pertaining to students undertaking an honours thesis.

Course Structure:
Students must complete 80 credit points from the Schedule of Honours Units.

Core units:
EXSC411: Research Methods in Health Sciences
EXSC412: Preparation for Research in Health Sciences
EXSC413: Data Management in Health Sciences’ Research
EXSC407/408 Honours thesis

Enquiries

NSW
Dr Tim Hartwig
Honours Coordinator
Tel: (02) 9701 4355
E: timothy.hartwig@acu.edu.au

Qld
Dr Mark Creaby
Honours Coordinator
Tel: (07) 3623 7587
E: mark.creaby@acu.edu.au

Vic
Dr Kade Paterson
Honours Coordinator
Tel: (03) 9953 3552
E: kade.paterson@acu.edu.au

COURSEWORK

MASTER OF CLINICAL EXERCISE PHYSIOLOGY (+ HONOURS)

Course Description
The course sequence aims to provide an advanced professional preparation in the discipline of exercise science, in particular exercise prescription in a variety of settings. Students will gain knowledge and appropriate skills in screening, assessment and provision of exercise intervention in multiple applications across the lifespan, including prevention and management of chronic disease(s), workplace conditioning and sport injury rehabilitation.

The Master of Clinical Exercise Physiology (Honours) aims to provide students completing the Master of Clinical Exercise Physiology degree with the opportunity to develop their professional preparation in research.

Duration
Masters: Three semesters full-time or part-time equivalent;  
Masters (Honours) Five semesters full-time or part-time equivalent.

Accreditation
This course is currently being considered for accreditation with Exercise and Sports Science Australia (ESSA).
"My PhD is being undertaken within the School of Exercise Science. My project is examining discrete movement variability; an area influenced by both biomechanical and motor control research. As the name suggests the project is concerned with variability in human movement. In particular, I am assessing discrete movements which form part of the skill set of team sports, such as the over arm throw. Over the period of my candidature I am hoping to answer several questions including; how do we best measure variability, how does our movement variability change as we learn a new skill and whether movement variability is linked to our ability to adapt to changing task and environmental constraints?

Australian Catholic University’s Faculty of Health Sciences has provided the ideal environment for my PhD. It has given me the opportunity to pursue my own area of interest rather than being part of a larger study while still being able to access government funding for my work. Being both big (ACU is a national university) and small (individual campuses are smaller than many other universities) means the best of both worlds. The small campuses allow excellent access to labs and equipment and a great supervisor-to-student ratio means help and guidance is never hard to find. In addition, I have the ability to call on the broad knowledge base of a national Faculty spanning 6 campuses when needed. ACU also provides a very caring study environment where no one is ever just a number or gets lost in the crowd. This is no more evident than in the flexibility I am allowed when needed to deal with the occasional chaos that is a (soon to be expanded) young family as well as the ability to access paid parental leave (for those on stipend)."
Entry requirements
To be eligible for admission to the course, an applicant must:

1. (i) have completed an undergraduate degree that is accredited by Exercise and Sports Science Australia (ESSA) at Exercise Science level, with a grade point average of at least 4.8; or (ii) have attained ESSA Graduate Entry membership, with a grade point average of at least 4.8;
2. submit evidence of a current CPR certificate;
3. demonstrate suitability to undertake the course through:
   i. completion of an Exercise Physiology Kit (form EXPK); and
   ii. submission of a supporting professional referee’s report

Comparable degree programs in a relevant health science discipline will be assessed on an individual basis. Students with an appropriate professional qualification but lacking specific prerequisites may be admitted provisionally to the completion of appropriate prerequisites.

Course Structure
The postgraduate course sequence in exercise physiology involves initial entry into a Master of Clinical Exercise Physiology (120 credit points) after which students will have the option to enrol in the Master of Clinical Exercise Physiology (Honours) (80 additional credit points).

For admission to the Master of Clinical Exercise Physiology (Honours) students must have completed the Master of Clinical Exercise Physiology, Graduate Diploma in Applied Exercise Science (Exercise Prescription) or comparable post graduate degree with a grade point average of at least 5.0.

Schedule of Unit Offerings:
EXSC633 Lifestyle and Exercise Counselling
EXSC632 Neurological Analysis, Prescription and Rehabilitation
EXSC634 Musculoskeletal Analysis, Prescription and Rehabilitation
EXSC639 Applied Anatomy for Clinical Exercise Physiologists
EXSC636 Responsible Clinical Practice
EXSC635 CardioMetabolic Analysis and Rehabilitation
EXSC611 Occupational Assessment and Rehabilitation
EXSC637 Clinical Experience 1
EXSC638 Clinical Experience 2

Honours
HLSC613 Preparing for Research in Health Sciences
HLSC614 Data Management in Health Sciences
HLSC615 Research Methods in Health Sciences
EXSC640 /EXSC641 Honours Thesis in Exercise Science

Enquiries
NSW
Dr Michael Baker
Course Coordinator
Tel: (02) 97014333
E: michael.baker@acu.edu.au

Vic
Dr Vanessa Rice
Course Coordinator
Tel (03) 9953 3032
E: vanessa.rice@acu.edu.au

Blake McLean, PhD, Candidate, Exercise Science Melbourne

“Coming towards the end of my Masters degree, ACU were advertising an industry based PhD scholarship in conjunction with Collingwood Football Club. An industry based PhD is something that I had always wanted to to, to combine the practice with research which I think provides the perfect preparation to work within the industry. This set-up was something that was very appealing to me and the main reason I chose to apply for the position at ACU.

I am gaining great experience within the industry whilst also producing research relevant to others within the industry. I also love the time I spend on campus, staying connected with the academic staff and other HDR students – a vital part of the post graduate experience I believe. My primary supervisor (Professor Justin Kemp) and the department as a whole have also been extremely supportive of my work.

I am looking into the efficacy of hypoxic training techniques in Australian Rules footballers. This is a very topical area at the moment, with many AFL clubs (and other team sports) investing significant resources into altitude training camps and hypoxic training rooms. Probably leading the charge with altitude training over the past seven to eight years is Collingwood Football Club, who co-fund my PhD scholarship with ACU, and were keen for me to look into this area when I came on board.

Being in the school of exercise science, we all love to get out and go for a run or hit the gym together, and the social interaction with other HDR students is invaluable. I think as a group we can still work on creating more social interaction – we are often running on different schedules, so sometimes we don’t see one-and-other for a while, so I think the another social event that we do have is a great opportunity for everyone to stay connected, and really fosters a healthy working environment within the department. I think the social interaction in many workplaces is often undervalued, so would encourage employers/ supervisors/organisations to try and foster social interactions with regular events, and this is perhaps even more true for HDR students, who can sometimes be a little isolated with the stressors of their post graduate studies.

Ultimately, I would like to work in the sporting industry as a sports scientist/ high performance coach, but I also don’t want to lose touch with the academic world. While I hope to work within the industry, I hope to maintain an active (industry based) research career at the same time. This is difficult without the assistance of the university system, so I hope to maintain contact with the universities at which I have studied and collaborate closely with my contacts there on common interests. I also love teaching, which I currently do a little bit of at the undergraduate level, and would love to somehow stay involved in that in a part-time capacity.

One of my biggest passions growing up (and as an adult for that matter) has always been sports. I played many sports as a kid and continued this into my adult life.
As a high school graduate I didn’t know what I wanted to do, but hoped I might be able to integrate my love of sport into my career. From there I chose to study exercise science, not really understanding what the discipline was about, but hoping it might keep me connected to sports. During my first 18 months at uni I found a new passion – Exercise Physiology. I found the science fascinating, learning about how the body works, and how we can manipulate that through training, to produce amazing athletes and keep ourselves healthy and functioning well. From there my passion for exercise physiology only grew stronger – I would say I have two different interests in the area, one based on sports performance and creating amazing specimens of human performance, and the other on how to lead a healthy lifestyle, free from disease and maintaining the highest quality of life. While I currently work in sport, my interest in the health side of exercise physiology is still as strong as ever, and I could see myself being equally happy working in that area.

From the early days of learning of this new world of ‘Exercise Physiology,’ my undergraduate professors had a huge impact on me. Volunteering in their research projects got me interested in post graduate studies, and I moved straight from my undergraduate into an Honours year within the same institution (University of Technology, Sydney). However, this was not before six months studying abroad in my final semester as an undergraduate at the University of Texas at Austin. I would say spending one semester on exchange is probably the best decision I have ever made – while the academic experience was outstanding, I would say the personal development of living and studying overseas, in a different culture was even more valuable, and I would encourage every undergraduate student to explore the possibility of studying on exchange. This experience sparked my desire for more and more travel, and after my honours year, I decided to postpone the commencement of my PhD (which I had been planning since the second year of undergraduate) and combine further studies with my passion for travelling – and a new found love for the University of Texas and the city of Austin. Thus, I chose to return to Austin and undertake a Masters in Kinesiology (a masters is required for admission to a PhD program there, so starting a PhD after my honours was not an option if I was to move back to the USA). Again I had a great academic experience, and combined this with more travel and personal development, which I think was a perfect combination for me. However, I still had a burning desire to complete and industry based PhD, hopefully in the AFL, which I believe has some of the leading sports science practice in the world. While in the final semester of my Masters, ACU and Collingwood Football Club provided the opportunity for the perfect next step in my career. I applied for the scholarship immediately, interviewing on Skype from halfway around the world with the hope of moving back to Australia and experiencing Melbourne for the first time after the completion of my Masters. I was lucky enough to be offered the position, and five days after my graduation ceremony in Texas I was touching down in Melbourne ready for my next endeavour – one that I have truly treasured thus far.”
GRADUATE CERTIFICATE IN HIGH PERFORMANCE SPORT*

GRADUATE DIPLOMA IN HIGH PERFORMANCE SPORT*

MASTER OF HIGH PERFORMANCE SPORT*

* These courses are subject to final approval by Senate.

Course Description
The high performance sport industry is a global, multi-billion dollar entity that provides employment opportunities for a range of professions, including sport scientists, coaches and managers. At the heart of this industry is the conditioning of the athlete, with the aim of optimising individual and team performance for successful outcomes. A professional working in this industry needs to know about testing protocols to assess athlete performance, principles of strength and conditioning, and the technologies available for monitoring and training the high performance athlete. They will need to understand the relationships between fatigue, adaptation, performance and injury, how to acquire meaningful performance data, and how to work within the culture of a high performance industry.

ACU’s postgraduate courses in High Performance Sport aim to help students develop the knowledge, understanding and skills needed to enhance the conditioning of high performance athletes, with the aim of optimising individual and team performance, and to do so in an ethical manner characterised by a concern for respect, equity and social justice.

These courses are aimed at people already in the workforce, as well as graduating students. The course provides flexible learning pathways that can accommodate: professional employment commitments; internationally-based students; full-time or part-time enrolments and specific career, industry and vocational needs of the individual student. To meet these objectives, the majority of the course is delivered online.

The Master of High Performance Sport includes relevant professional practice-related learning, independent research and work-integrated learning, as well as the opportunity for an industry based internship.

A series of coursework units focuses on the preparation and performance of high performance athletes, including technological advances for athlete monitoring, advanced principles of strength and conditioning, and analysis of performance measures. Multidisciplinary and interdisciplinary units will bring together current and new knowledge from a range of professions within the industry. A foundation of analysis skills for interpreting performance data will be incorporated with direct application to high performance sporting contexts.

To support these subjects, an intensive on-campus component is incorporated as a one-week offering during the course. This component offers students hands-on experience with the latest technology in the industry, while providing the added opportunity to network directly with industry specialists and other students in the course.

The course prepares graduates for the following roles:
- Sports scientist
- High performance manager
- Strength and conditioning coach
- Professional coach
- Fitness coach
- Rehabilitation coach
- Performance analyst
- Fitness advisor
- Sports science manager

Admission Requirements
To be eligible for admission to the Graduate Certificate, the Graduate Diploma and the Master of High Performance Sport, an applicant must:

1. have completed a Bachelor degree (or higher), normally in Exercise Science, Sports Science, Human Movement or a related discipline; OR
2. have completed a Bachelor degree (or higher) in a related allied health discipline AND have evidence of substantial relevant industry experience.

Duration
Graduate Certificate: One semester full-time or part-time equivalent;
Graduate Diploma: Two semesters full-time or part-time equivalent;
Masters: Three semesters full-time or part-time equivalent.

Course Structure

Graduate Certificate in High Performance Sport
To qualify for the degree of Graduate Certificate in High Performance Sport, a student must complete 40 credit points from the Schedule of Unit Offerings.

Graduate Diploma in High Performance Sport
To qualify for the degree of Graduate Diploma in High Performance Sport, a student must complete 80 credit points from the Schedule of Unit Offerings.

Master of High Performance Sport
To qualify for the degree of Master of High Performance Sport, a student must complete 120 credit points from the Schedule of Unit Offerings.

Coursework units
EXSC TBC: Strength and conditioning for the high performance athlete
EXSC TBC: Technology in high performance sport
EXSC TBC: Leadership and culture in high performance settings
EXSC TBC: Data analysis and interpretation for high performance sport

Graduate with Graduate Certificate in High Performance Sport
EXSC TBC: Contemporary issues in sports science

Graduate with Graduate Diploma in High Performance Sport
EXSC TBC: Project design for high performance sport

Electives
EXSC TBC: Major Industry Project (Part A) (Pre: EXSC6XD, EXSC6XH)
EXSC TBC: Major Industry Project (Part B) (Pre: EXSC6XD, EXSC6XH; Pre/Co: EXSC6JX)
EXSC TBC: Minor Industry Project
EXSC TBC: Industry Internship
Other postgraduate units offered by ACU (eg. units in the Master of Clinical Exercise Physiology, the Master of Business Administration, the Master of Psychology) and other High Performance Sport units currently in development.

Graduate with Master of High Performance Sport

Enquiries
Dr Stuart Cormack
Tel: (03) 9953 3133
E: stuart.cormack@acu.edu.au

MASTER OF EXERCISE SCIENCE (RESEARCH)
The Master of Exercise Science (Research) degree allows students to undertake independent, supervised research on a topic of their choice (subject to availability of supervisors and resources and confined to the broad field of Exercise Science). Students will need to meet frequently with their academic supervisor for the thesis component.

Duration
The Master of Exercise Science (Research) is a two year full-time (or part-time equivalent) research degree.

An applicant for admission to the degree of Master of Exercise Science (Research) must have completed one of the following:
1. Bachelor of Exercise Science degree or equivalent with honours at a minimum level of IIB; or
2. Bachelor of Exercise Science degree or equivalent plus a postgraduate diploma in an appropriate field of study.

To qualify for this degree, a student must complete a Research thesis.

Enquiries:
Professor Geraldine Naughton
Tel: (03) 9953 3034
E: geraldine.naughton@acu.edu.au

MPHIL AND PHD
If you are considering undertaking a research degree in the School of Exercise Science, you should contact in the first instance:
Professor Geraldine Naughton
Tel: (03) 9953 3034
E: geraldine.naughton@acu.edu.au
The School of Nursing Midwifery and Paramedicine is located on five campuses – Ballarat, Brisbane, Canberra, Melbourne and North Sydney.

Staff consists of researchers, lecturers and clinical supervisors including 14 joint research appointments with public and private health services and the University, who conduct a range of nursing, midwifery and health services research focusing on five major national health priority areas:

- acute care
- chronic and palliative care
- innovative healthcare delivery systems
- implementation research translating evidence into practice
- vulnerable communities.

Many of the School’s senior researchers are linked with ACU’s National Centre for Clinical Outcomes Research (NaCCOR) which has a strong commitment to supporting better health outcomes for patients and populations and influencing clinical behaviour to improve evidence based practice. With its several campuses and many clinical linkages across Australia and internationally, staff and research students of the School have an excellent opportunity to undertake significant research in both metropolitan and regional centres of Australia as well as internationally.

Postgraduate degrees available

Coursework

- Nursing (Honours)
- Midwifery (Honours)
- Graduate Certificate in Clinical Education
- Graduate Diploma in Clinical Education
- Master of Clinical Education
- Graduate Certificate in Clinical Nursing
- Graduate Diploma in Clinical Nursing
- Master of Clinical Nursing
- Graduate Certificate in Health Administration

- Graduate Diploma in Health Administration
- Master of Health Administration
- Graduate Certificate in Mental Health (Nursing)/(Allied Health)*
- Graduate Diploma in Mental Health (Nursing)/(Allied Health)*
- Master of Mental Health (Nursing)/(Allied Health)*
- Master of Nursing (Practice Inquiry)
- Graduate Certificate in Business Administration (Health)
- Graduate Diploma in Business Administration (Health)
- Master of Business Administration (Health)
- Master of Midwifery (Research)
- Master of Mental Health (Nursing)/(Allied Health)*
- Master of Nursing (Research)
- Master of Philosophy (MPhil)
- Doctor of Philosophy (PhD)

HONOURS

BACHELOR OF NURSING (HONOURS)

The Honours program will introduce students to research and research practice and develop their research techniques. The course will provide students with the opportunity to build upon knowledge gained in the Bachelor of Nursing as they explore and critique a specialist area of nursing. The program consists of a mix of advanced theory, research training and a research project culminating in the writing of a 10,000 to 15,000-word thesis.

Duration

Two semesters full-time, or part-time equivalent

Entry Requirements

Applicants must have completed a Bachelor of Nursing and attained grades of distinction or above in at least half of the graded units at a) at second and third year levels in the undergraduate course; or b) in a postgraduate course.

Supervision and Examination of the Honours thesis

On completion of the coursework and research components students will submit a written thesis. Honours theses will normally be between 10,000 and 15,000 words in length. The thesis will be prepared under the guidance of a supervisor appointed by the School Committee on the advice of the Head of School. The examination and assessment of the thesis will adhere to the Faculty policy pertaining to students undertaking an honours thesis.

Course Structure

Students must complete 80 credit points from the Schedule of Honours Units.

- HLSC 401 Research Methods in Health Sciences
- HLSC402 Preparation for Research in Health Sciences
- HLSC403 Data Management in Health Sciences' Research
- NRSG412/413 Honours Thesis

Enquiries

Professor Anne Gardner
Tel: (02) 6209 1330
E: anne.gardner@acu.edu.au

BACHELOR OF MIDWIFERY (HONOURS)

The course is designed to enhance students’ ability to interpret midwifery evidence as a basis to inform practice, policy, guidelines and decision-making. Students will also develop skills in undertaking research and prepare for higher degree studies at the masters and doctoral level.

Duration

Two semesters full-time, or part-time equivalent

Entry Requirements

Applicants must have completed a Bachelor of Midwifery and attained grades of Distinction or above in at least half of the graded units a) at second and third

* Subject to approval
year levels in the undergraduate course; or b) in a postgraduate course.

Supervision and Examination of the Honours Thesis
On completion of the coursework and research components students will submit a written thesis. Honours theses will normally be between 10,000 and 15,000 words in length. The thesis will be prepared under the guidance of a supervisor appointed by the School Committee on the advice of the Head of School. The examination and assessment of the thesis will adhere to the Faculty policy pertaining to students undertaking an honours thesis.

Course Structure
Students must complete 80 credit points from the Schedule of Honours Units.
- HLSC 401 Research Methods in Health Sciences
- HLSC402 Preparation for Research in Health Sciences
- HLSC403 Data Management in Health Sciences’ Research
- MIDW400/401 Honours Thesis

Enquiries
Professor Anne Gardner
Tel: (02) 6209 1330
E: anne.gardner@acu.edu.au

COURSEWORK

GRADUATE CERTIFICATE IN CLINICAL EDUCATION

GRADUATE DIPLOMA IN CLINICAL EDUCATION

MASTER OF CLINICAL EDUCATION

This suite of programs will expand graduates’ knowledge and skills in clinical education. Students choose to specialize in the coursework elective or the research elective.

Graduates of the program will be able to:
- evaluate issues and challenges confronting the industry
- conceptualise new and creative approaches to clinical education to support service delivery in culturally-diverse health care contexts
- connect theory, practice and research with regard to clinical education
- reflect on opportunities to enhance contemporary local, regional and global health care practice
- understand the social, cultural, environmental, political, and technological changes occurring within health care systems, and respond responsibly and accountably to them
- contribute to values-based professional practice in dynamic and challenging environments.

Duration
Graduate Certificate: Usually two semesters part-time or part-time equivalent;
Graduate Diploma: Two semesters full-time or part-time equivalent;
Masters: Three semesters full-time or part-time equivalent.

Entry requirements
Applicants must have completed a Bachelor degree in a health discipline or equivalent.

Course structure
To qualify for the degree of Graduate Certificate in Clinical Education, a student must complete 40 credit points from the Schedule of Unit Offerings.
To qualify for the degree of Graduate Diploma in Clinical Education, a student must complete 80 credit points from the Schedule of Unit Offerings.
To qualify for the degree of Master of Clinical Education, a student must complete 120 credit points from the Schedule of Unit Offerings.

Schedule of Unit offerings
Theoretical Foundations of Clinical Education
Assessment and Evaluation
Facilitating Learning in Clinical Settings
Consultation and Negotiation
Graduate with Graduate Certificate
Interpreting Health Research
Ethics for Contemporary Practice
Curriculum Development and Instructional Design
Research stream
Qualitative or Quantitative Research Methods
OR
Coursework stream
Elective
Graduate with Graduate Diploma
Research stream
Research Dissertation
OR
Coursework stream
Independent project or Health Inquiry Project
Graduate with Master of Clinical Education

Enquiries
Dr Bronwyn Gordon
Postgraduate Course Coordinator
Tel: 02 9739 2038
E. bronwyn.gordon@acu.edu.au

GRADUATE CERTIFICATE IN CLINICAL NURSING

GRADUATE DIPLOMA IN CLINICAL NURSING

MASTER OF CLINICAL NURSING
This suite of programs will expand graduates’ knowledge and skills in clinical nursing.

Graduates of the program will be able to:
• evaluate issues and challenges confronting clinical nursing
• conceptualise new and creative approaches to clinical nursing to support service delivery in culturally-diverse health care contexts
• connect theory, practice and research with regard to clinical nursing
• understand and use innovative solutions in contemporary health care
• contribute to values-based professional practice in dynamic and challenging environments

Duration
Graduate Certificate: Usually two semesters part-time
Graduate Diploma: Two semesters full-time or part-time equivalent;
Masters: Three semesters full-time or part-time equivalent.

Entry requirements
Bachelor of Nursing or equivalent.
Current registration with the Australian Health Practitioner Regulation Agency (AHPRA).

Course structure
To qualify for the degree of Graduate Certificate in Clinical Nursing, a student must complete 40 credit points from the Schedule of Unit Offerings.
To qualify for the degree of Graduate Diploma in Clinical Nursing, a student must complete 80 credit points from the Schedule of Unit Offerings.
To qualify for the degree of Master of Clinical Nursing, a student must complete 120 credit points from the Schedule of Unit Offerings.

Schedule of Unit Offerings
Foundations of Specialty Practice 1
Foundations of Specialty Practice 2
Specialty Practice 1
Specialty Practice 2
Graduate with Graduate Certificate
Interpreting Health Research
Ethics for Contemporary Practice
Advanced Decision Making
Research elective: Qualitative or Quantitative Research Methods
OR Coursework elective
Graduate with Graduate Diploma
Research stream
Research Dissertation
OR
Coursework stream
Independent project or Health Inquiry Project
Students must be employed in their chosen area of specialty in one of ACU’s partner health facilities. Students will complete two units of study (specialty practice units) in their employing health facility. The following specialties are available:
• Aged care*
• Anaesthetics
• Cardiac care
• Cardiothoracics
• Child and adolescent health*
• Emergency
• Intensive care
• Interventional cardiology
• Justice Health
• Medical
• Neonatal care
• Neurosciences
• Oncology
• Ophthalmology
• Orthopaedics
• Palliative care*
• Perioperative*
• Plastics/reconstruction
• Rehabilitation
• Renal
• Surgical
• Urology
* These specialties are available fully online to students not employed in one of ACU’s partner health facilities. Students must be working in their chosen specialty or able to negotiate supernumerary clinical practice in their chosen specialty.

Enquiries
Jo Grainger
Postgraduate Course Coordinator
Tel: 03 9953 3362
E. jo.grainger@acu.edu.au

GRADUATE CERTIFICATE IN HEALTH ADMINISTRATION

GRADUATE DIPLOMA IN HEALTH ADMINISTRATION

MASTER OF HEALTH ADMINISTRATION
This suite of programs will give graduates the skills and knowledge needed to take a leadership role in a diverse range of health care settings.

The program will teach students to:
• evaluate issues and challenges confronting the industry
• ensure appropriate governance and resource management within the health care setting
• conceptualise new and creative approaches to health administration to support service delivery in
culturally-diverse health care contexts
• connect theory, practice and research with regard to health administration
• understand the social, cultural, environmental, political, and technological changes happening within health care systems, and respond responsibly and accountably to them
• contribute to values-based professional health administration in dynamic and challenging environments.

Duration
Graduate Certificate: Usually two semesters part-time
Graduate Diploma: Two semesters full-time or part-time equivalent;
Masters: Three semesters full-time or part-time equivalent.

Entry requirements
Applicants must have completed a Bachelor degree in a health discipline or equivalent.

Course structure
To qualify for the degree of Graduate Certificate in Health Administration, a student must complete 40 credit points from the Schedule of Unit Offerings.
To qualify for the degree of Graduate Diploma in Health Administration, a student must complete 80 credit points from the Schedule of Unit Offerings.
To qualify for the degree of Master of Health Administration, a student must complete 120 credit points from the Schedule of Unit Offerings.

Schedule of Unit Offerings
Organisational Contexts and Management
Governance in Health Care
Quality in Health Care
Resource Management
Graduate with Graduate Certificate
Interpreting Health Research
Ethics for Contemporary Practice
Policy and Planning in Health Care
Research elective: Qualitative or Quantitative Research Methods
OR Coursework elective
Graduate with Graduate Diploma
Research stream
Research Dissertation
OR
Coursework stream
Independent project or Health Inquiry Project

Enquiries
Dr Monica Nebauer
Postgraduate Course Coordinator
School of Nursing, Midwifery & Paramedicine
Tel: (07) 3623 7216
E. monica.nebauer@acu.edu.au

MASTER OF NURSING (PRACTICE INQUIRY)
The Master of Nursing (Practice Inquiry) will teach students how to conduct clinical audits and quality improvement projects in any health care setting to improve nursing practice and patient outcomes.
The program will enable nurses to:
• identify aspects of nursing care and patient outcomes that may be improved through nursing inquiry
• locate and evaluate current research evidence in relation to nursing practice
• articulate the philosophical, theoretical, ethical, clinical and practical considerations underpinning the planning of a nursing inquiry project
• undertake data collection and analysis as well as report writing
• integrate theory and practice within a nursing inquiry project setting
• work collaboratively with staff and peers in nursing inquiry activities.

Duration
Two semesters full-time, or part-time equivalent

Entry requirements
• Bachelor degree in nursing or equivalent; and
• Eligibility for nurse registration in Australia.

Course structure
This course includes four practice-oriented coursework units combined with a nursing inquiry project which will be supervised by an ACU staff member.
Inquiry into Nursing Practice
Interpreting Health Research
Qualitative Research Methods
Quantitative Research Methods
Nursing Inquiry Project

Enquiries
Dr Monica Nebauer
Postgraduate Course Coordinator
Tel: 07 3623 7216
E. monica.nebauer@acu.edu.au

GRADUATE CERTIFICATE IN MENTAL HEALTH (NURSING) OR (ALLIED HEALTH)*
GRADUATE DIPLOMA IN MENTAL HEALTH (NURSING) OR (ALLIED HEALTH)*
MASTER OF MENTAL HEALTH (NURSING) OR (ALLIED HEALTH)*
* subject to approval

Duration
Graduate Certificate: Two semesters part-time
Graduate Diploma: Two semesters full-time or part-time equivalent;
Masters: Three semesters full-time or part-time equivalent.

Entry Requirements
A Bachelor degree in Nursing for the (Nursing) stream;
A Bachelor degree in an Allied Health (Occupational Therapy, Physiotherapy, Speech Pathology) for the (Allied Health) stream.

Course Structure
To qualify for the degree of Graduate Certificate in Mental Health, a student must complete 40 credit points from the Schedule of Unit Offerings.
To qualify for the degree of Graduate Diploma in Health Administration, a student must complete 80 credit points from the Schedule of Unit Offerings.
To qualify for the degree of Master of Health Administration, a student must complete 120 credit points from the Schedule of Unit Offerings.

This suite of courses is subject to approval for offering in 2014. For further details of these courses visit: www.acu.edu.au/health
GRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION (HEALTH)

GRADUATE DIPLOMA IN BUSINESS ADMINISTRATION (HEALTH)

MASTER OF BUSINESS ADMINISTRATION (HEALTH)

The ongoing impacts of health reform and the growing complexity of management practice means that on the job training alone is not enough to meet the challenges of modern health care management. The ACU MBA (Health) is a specialist MBA program which provides candidates with a sound basis in contemporary business practice, customised to the needs of health-focused organisations and managers. Designed to fit into the busy lifestyles of health care professionals, this innovative program uniquely combines management practice and health units in a rigorous and applied flexible program of study.

Who should study these programs?
This suite of programs designed for senior managers and assumes a sound understanding of the health sector. It is relevant to those working in management positions in hospitals, health departments, community health and primary health care organisations, medical practices, Medicare Locals, Local Hospital Networks and other health-focused organisations.

Who is eligible?
For entry to the Master of Business Administration, candidates are expected to have a prior degree or a Graduate Certificate in Business or Health Administration and a minimum of 3 years relevant managerial experience in the health or social sectors. Prospective students with experience who have not studied at tertiary level can apply for the Graduate Certificate in Business Administration (Health).

Delivery Mode
The program is available for full-time and part-time study, delivered via mixed mode, with a combination of weekend intensive classes and online units.

Programs for Health Care Organisations
The MBA (Health) can also be offered as a bespoke program for individual organisations in conjunction with ACU Executive Education. Delivering the program in this way means content can be customised to reflect the unique challenges facing that particular organisation.

Participants also work in peer groups on ‘real life’ projects to ensure that program results are maximised and learning is effectively applied.

To discuss the development of a customised MBA (Health) program for your organisation please contact Stacey Astley at ACU Executive Education
E: stacey.astley@acu.edu.au
T: (02) 9739 2491

Program Overview
This program has been designed by the Faculty of Business in conjunction with the Faculty of Health Sciences. There are three options for studying postgraduate Business Administration (Health) at ACU:

Duration
Graduate Certificate: One semester full-time
Graduate Diploma: Two semesters full-time
Masters: Three semesters full-time.

Schedule of Unit Offerings
Accounting for Decision Making (Intensive mode)
Quality in Health Care (Online only)
Organisational Dynamics and Behaviour (Intensive mode)
Social Marketing in Health (Online; intensive mode only for sponsored cohorts)

Graduate with Graduate Certificate
Governance in Health Care (Online only)
Finance & Quantitative Methods (Intensive mode)
Policy and Planning in Health Care (Online only)
Resource Management (Online only)

Graduate with Graduate Diploma
Managerial Health Economics (Online; intensive mode only for sponsored cohorts)
OHSE Risk Management (Online; intensive mode only for sponsored cohorts)
Health Informatics (eHealth) (Online; intensive mode only for sponsored cohorts)
Strategic Management for Sustainability (Intensive mode)

Graduate with MBA (Health)

Application and enquiries
Prospective students should apply direct to ACU online. Please visit the MBA (Health) website: www.acu.edu.au/courses
For further information
E: postgraduate@acu.edu.au

RESEARCH

MASTER OF NURSING (RESEARCH)

Course aims
This course aims to provide supervised research training for registered nurses to enable them to contribute to evidence based nursing practice through actively completing research.

The course provides an opportunity for nurses to identify and develop an area of research to advance nursing and health care practice and outcomes. Completion of this degree will not only further develop individual participants research ability but will also improve the knowledge base of the nursing profession.

The development of research skills and knowledge will assist nurses to provide leadership at local, national and international levels, and demonstrate accountability to society for both the provision and quality of care.

Duration
The Master of Nursing (Research) is a two year full-time (or part-time equivalent) research degree. This degree allows students to undertake independent, supervised research on a topic of their choice (subject to availability of supervisors and resources and confined to the broad field of nursing). The coursework component can be completed through online units, however students will need to meet frequently with their academic supervisor for the thesis component.

Entry requirements
Bachelor of Nursing degree or equivalent, with honours; or postgraduate certificate or diploma in an appropriate field of study.

Special entry
Applicants who do not meet the entry requirements may seek approval for ‘Special Entry’.

Course structure
To qualify for this degree, a student must complete 160 credit points consisting of:
Interpreting Health Research;
Qualitative Research Methods OR
Quantitative Research Methods;
Research Thesis.

Enquiries
Professor Anne Gardner
Tel: (02) 6209 1330
E: anne.gardner@acu.edu.au

MASTER OF MIDWIFERY (RESEARCH)

Course aims
This course aims to prepare graduates with research training to make a contribution to scholarship and evidence based midwifery practice by the completion of a research project. The course offers an opportunity for midwives to research into midwifery practice and outcomes and thereby contribute to quality outcomes for childbearing women and their families.

The development of research skills and knowledge will assist midwives to provide leadership at local, national and international levels, and demonstrate accountability to society for both the provision and quality of care.

Duration
The Master of Midwifery (Research) is a two year full-time (or part-time equivalent) research degree. This degree allows students to undertake independent, supervised research on a topic of their choice (subject to availability of supervisors and resources and confined to the broad field of midwifery). The coursework component can be completed through online units, however students will need to meet frequently with their academic supervisor for the thesis component.

Entry requirements
To be eligible for admission to the course, and applicant must have completed the following prerequisites:
• Bachelor of Nursing or Midwifery, or equivalent, with honours; or
• postgraduate diploma in an appropriate field of study

Special entry
Applicants who do not meet the general entry requirements but who have other qualifications and/or professional experience which would provide a sound basis for admission may be considered for special entry.

Course structure
To qualify for the degree, a student must complete of 160 credit points, consisting of:
Interpreting Health Research;
Qualitative Research Methods OR
Quantitative Research Methods;
Research Thesis.

Enquiries
Professor Anne Gardner
Tel: (02) 6209 1330
E: anne.gardner@acu.edu.au

MPHIL AND PhD

If you are considering applying for admission to a MPhil or PhD in the School of Nursing, Midwifery and Paramedicine, you should contact Professor Gardner in the first instance:
Professor Anne Gardner
Tel: (02) 6209 1330
E: anne.gardner@acu.edu.au
The School of Physiotherapy opened in 2010 with the Bachelor of Physiotherapy being launched in Brisbane in that year, and in Sydney in 2011. The School conducts research on campus within health service research clinics, in partnership with its clinical providers. Emerging areas of research for the School include participation in physical activity across the lifespan, paediatric physiotherapy and cardiorespiratory physiotherapy.

The Musculoskeletal Research Team has projects investigating rehabilitation using exercise for low back pain, neck pain, upper and lower limb sports injuries and lymphoedema. Members of this team use ultrasound imaging to measure muscle size and contraction and to provide biofeedback during muscle contraction. The group has been successful in gaining a number of competitive grants, most recently from the AFL Board. Key researcher in this group, Professor Julie Hides has national and international collaborations and is an Honorary Fellow of the Menzies Research Institute in Tasmania. Professor Hides works with international collaborators including the European Space Agency.

The Aged and Neurological Rehabilitation Research Group is led by Professor Nancy Low Choy. This group investigates age related changes in stability and sensory systems, aiming to predict falls and fractures using simple clinical tests. The group looks at outcomes for individuals with acquired brain injury (stroke, traumatic brain injury, multiple sclerosis and Parkinson’s Disease), including strength after acquired brain injury and mechanisms of contracture development. The group has expertise in functional electrical stimulation, insole biofeedback to improve balance and gait and sensory retraining following acquired brain injury. The following Masters theses are currently being supervised in the School of Physiotherapy:

- Reviewing the demographic profile, clinical characteristics and treatment outcomes of a low-back pain cohort and then review the existing clinic model and develop a sustainable physiotherapy research clinic model;
- Investigation of spinal, pelvic and thigh musculature and spinal angles in elite Australian Rules footballers: symmetry and function with and without lower back pain and lower limb injury;
- The relationship between laboratory and clinical measures of lumbo-pelvic instability and upper body injury in elite Australian Football League players and elite swimmers;
- Clinical presentation and treatment outcomes of a cohort of low back pain patients;
- The effect of stress on elite AFL players.

Professor Nancy Low Choy, School of Physiotherapy

Professor Nancy Low Choy is a graduate of University of Queensland, holding a Bachelor of Physiotherapy, Master of Physiotherapy (Research) and a PhD. Professor Low Choy commenced at ACU in 2012 as Professor of Aged Care and Neurological Physiotherapy, a conjoint position with The Prince Charles Hospital in Brisbane. In this role, Professor Low Choy leads research within the clinical environs of both hospital and community based settings, as well as within the formal academic environment. Professor Low Choy also has responsibilities for the development of PG coursework studies in the rehabilitation field.

Professor Low Choy’s considerable clinical and research experience focuses on healthier ageing as well as the prevalence of falls when people present with vestibular deficits, ortho-geriatric problems and neurological disorders. Her goal is to maximize outcomes for these clinical groups, ensuring safe ambulation and community participation. Professor Low Choy has contributed to the reliability and validity of a suite of tools to better understand age related changes in postural stability, vestibular and other sensory systems, and to identify those who are at risk for falls. Her research supports the inclusion of specific balance and mobility training in exercise programs for falls prevention.

Professor Low Choy’s competitive funding to date is in excess of $1 millions. She has more than 40 publications in peer-reviewed journals and two book chapters aligned with the fields of ageing and neurological disorders. Professor Low Choy is currently supervising six research higher degree students and has supervised three doctoral programs to completion along with numerous Honours and Masters students’ projects.
Professor Julie Hides attended the University of Queensland graduating from the School of Rehabilitation and Health Sciences (Bachelor of Physiotherapy) in 1986, Master of Physiotherapy Studies in 1990 and PhD in 1996. Professor Hides was a recipient of the prestigious Sir Robert Menzies Scholarship in Allied Health Sciences in 1994/1995. Professor Hides worked at the Mater Hospital, Brisbane, as a physiotherapist and currently is the Clinical Director of the Mater/ACU Back Stability Research Clinic. She is a titled musculoskeletal physiotherapist, and formerly held an academic position at the University of Queensland. She is currently the Head of School of Physiotherapy at ACU, and is based in Brisbane. She became a fellow of the Australian College of Physiotherapists in 2008.

Professor Hides’ research interests focus on clinical topics that are of direct use and impact on the community as a whole. The focus of her research has been rehabilitation and therapeutic exercise for patients with low back pain, developing a new method of treating people with this condition. Developed using ultrasound to provide feedback for learning motor control, this new method of treating people with low back pain has gained widespread acceptance and has formed the cornerstone of successful research funding applications.

Professor Hides’ competitive funding to date totals over $600,000. She has over 60 publications in peer-reviewed journals. Publications in key journals such as Spine have been cited 331 (1994), 348 (1996) and 278 (2001) times. She has played a leading role in research in this area both nationally and internationally. Dr Hides has continued to collaborate with high profile researchers in both international and national organisations. She was a collaborative scientist on the Berlin Bedrest Study2 (BBR2), and has worked with the researchers from the European Space Agency (ESA). Other collaborations have resulted in consultancy and publications with researchers from the USA military, elite Australian sporting teams (grants from Cricket Australia and the AFL Board of Australia). Refinement of the appropriate outcome measures to demonstrate efficacy of the approach continue, with publications in orthopaedic and sports medicine journals of note.

Professor Hides regularly presents at key national and international conferences (52 presentations), and of these 7 have been keynote addresses and 22 have been invited presentations. Professor Hides is an Honorary Fellow of the Menzies Research Institute Tasmania and an Honorary Associate Professor in the School of Health and Rehabilitation at the University of Queensland.
Direct Entry Applications
Application to ACU postgraduate coursework programs, including graduate or postgraduate certificates and diplomas, master degrees, professional doctorates and PhDs (Doctor of Philosophy), is by online application to the University.

Visit the Course Browser www.acu.edu.au/courses for application requirements.

Direct Entry applications should be made for:

• Graduate Certificate in Clinical Education
• Graduate Diploma in Clinical Education
• Master of Clinical Education
• Graduate Certificate in Clinical Nursing
• Graduate Diploma in Clinical Nursing
• Master of Clinical Nursing
• Graduate Certificate in Health Administration
• Graduate Diploma in Health Administration
• Master of Health Administration
• Graduate Certificate in High Performance Sport*
• Graduate Diploma in High Performance Sport*
• Master of High Performance Sport*
• Graduate Certificate in Mental Health*
• Graduate Diploma in Mental Health*
• Master of Mental Health*
  - Nursing and Allied Health streams
• Master of Nursing (Practice Inquiry)
• Graduate Certificate in Business Administration (Health)
• Graduate Diploma in Business Administration (Health)
• Master of Business Administration (Health)

* subject to approval

Research Applications
Application to ACU postgraduate research programs is by online application to the University through the Office of Research. The University administers all applications for higher degrees by research. Prior to applying to enter a higher degree by research, you will need to develop a topic for your research, and find a supervisor. In the first instance, you should contact:

Research Services Officer
Canberra, North Sydney, Strathfield
T: (02) 9739 2588

Research Services Officer
Brisbane
T: (07) 3623 7294

Research Services Officer
(Ballarat, Melbourne),
T: (03) 9953 3154

If you are interested in applying for admission to candidature for a research degree, it is also worthwhile contacting the Associate Dean (Research) for a preliminary discussion before completing the online application

E: adr-fhs@acu.edu.au

Application to the Office of Research should be made for:

• Master of Exercise Science (Research)
• Master of Midwifery (Research)
• Master of Nursing (Research)
• Master of Philosophy (M Phil)
• Doctor of Philosophy (PhD)

Additional Information and Supporting Documents
Application to some courses also requires the submission of supporting documentation and/or additional information forms. Relevant forms should be scanned and saved to upload with your online application.

Application deadlines
Refer to the Course Browser for application deadlines: www.acu.edu.au/courses

Applications for Higher degrees by research can take place at any time.

Funding

Coursework
The majority of postgraduate coursework students pay tuition fees. If you are enrolled in a domestic fee-paying place you are required to pay the full cost of your course. However, a loan program (FEE-HELP) is available to assist eligible fee-paying students to pay their tuition fees.

There are a limited number of Commonwealth Supported Places (CSPs) in the Master of Clinical Exercise Physiology. HECS-HELP is a loan program to help eligible Commonwealth-supported students pay the student contribution portion of their fees.

A 10% discount on postgraduate fees is offered to alumni of ACU enrolling in programs offered by the Faculty of Health Sciences (conditions apply).

If you are a domestic fee-paying student, you have three options for paying your tuition fees. You may:

• pay all student tuition fees up-front;
• obtain a FEE-HELP loan (if eligible) for the full amount of tuition fees for the study period; or
• make a partial payment of tuition fees for the study period and obtain a FEE-HELP loan (if eligible) for the balance.

For further information visit:

www.acu.edu.au/postgraduate

Research

Domestic students – whether full time or part time – do not pay fees for research degrees. Additionally, domestic students enrolled in a research degree at ACU will be granted a Research Training scheme entitlement under the Australian Government’s Research Training Scheme (RTS).
Scholarships
Some scholarships are available for postgraduate coursework programs. Visit the Scholarships and Bursaries Browser at: www.acu.edu.au/scholarships

Research
Although domestic students – whether full time or part time – do not pay fees for research degrees, they may wish to apply for scholarships that provide a stipend. Such scholarships are competitive and, in addition, tend not to be applicable to part time students if they are engaged in paid employment. Please note that although applications for the MPhil and PhD are accepted throughout the year, in general there is a single round of scholarship offers. Applications for scholarships for the following year usually need to be submitted by late October the previous year.

The scholarships available to domestic students include:
- Australian Postgraduate Award (APA)
- Australian Catholic University Postgraduate Award (ACUPA)
- Senior Proven Research Team Scholarships

Indigenous Scholarships
- Australian Catholic University Student Completion Scholarship

External Scholarships and Bursaries
Scholarships may also be available through Schools and Faculties, or external sources. These include JASON, the Australian postgraduate scholarship database, Australian Awards, an initiative of the Australian Government to promote development in the Asia-Pacific region and AusAID, for students from developing countries.

### DOMESTIC STUDENTS – TUITION FEES (PER 10 CREDIT POINTS) FOR 2014

<table>
<thead>
<tr>
<th>Faculty of Health Sciences</th>
<th>2014 per unit (per 10cp)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSTGRADUATE</strong></td>
<td></td>
</tr>
<tr>
<td>Postgraduate units in Clinical Nursing and Nursing Practice Inquiry</td>
<td>$1,845</td>
</tr>
<tr>
<td>Postgraduate units in Clinical Education &amp; Health Administration</td>
<td>$1,845</td>
</tr>
<tr>
<td>Postgraduate units in Clinical Exercise Physiology</td>
<td>$1660</td>
</tr>
<tr>
<td>Postgraduate units in Clinical Exercise Physiology (Honours)</td>
<td>$1845</td>
</tr>
<tr>
<td>Postgraduate units in Master of High Performance Sport (New course in 2014)</td>
<td>$1845</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration (Health) business units</td>
<td>$2,755</td>
</tr>
<tr>
<td>Postgraduate units not specifically listed above</td>
<td>$1,660</td>
</tr>
</tbody>
</table>

### INTERNATIONAL STUDENTS - TUITION FEES (PER 10 CREDIT POINTS) FOR 2014

<table>
<thead>
<tr>
<th>Faculty of Health Sciences</th>
<th>2014 (Annual Fee)</th>
<th>2014 (per unit)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Nursing Practice Inquiry</td>
<td>$18,200</td>
<td>$2,275</td>
</tr>
<tr>
<td>Master of Health Science (Health Administration)</td>
<td>$18,200</td>
<td>$2,275</td>
</tr>
<tr>
<td>Graduate Certificate in Health Administration</td>
<td>$18,200</td>
<td>$2,275</td>
</tr>
<tr>
<td>Graduate Diploma in Health Administration</td>
<td>$18,200</td>
<td>$2,275</td>
</tr>
<tr>
<td>Master of Clinical Exercise Physiology</td>
<td>$18,200</td>
<td>$2,275</td>
</tr>
<tr>
<td>Master of Clinical Exercise Physiology (Honours)</td>
<td>$18,200</td>
<td>$2,275</td>
</tr>
<tr>
<td>Postgraduate units in Master of High Performance Sport (New course in 2014)</td>
<td>$18,200</td>
<td>$2,275</td>
</tr>
<tr>
<td><strong>Fees for all other postgraduate coursework programs (not specifically listed)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business postgraduate courses</td>
<td>$23,760</td>
<td>$2,970</td>
</tr>
<tr>
<td>Other postgraduate coursework programs</td>
<td>$18,200</td>
<td>$2,275</td>
</tr>
<tr>
<td>Research degrees</td>
<td>$20,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Other Diplomas, except in the Faculty of Business</td>
<td>$12,976</td>
<td>$1,622</td>
</tr>
</tbody>
</table>
## Course List

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Allied and Public Health</strong></td>
<td>14</td>
</tr>
<tr>
<td><strong>School of Exercise Science</strong></td>
<td>16</td>
</tr>
<tr>
<td>Honours</td>
<td>16</td>
</tr>
<tr>
<td>Master of Clinical Exercise Physiology</td>
<td>16</td>
</tr>
<tr>
<td>Graduate Certificate in High Performance Sport*</td>
<td>20</td>
</tr>
<tr>
<td>Graduate Diploma in High Performance Sport*</td>
<td>20</td>
</tr>
<tr>
<td>Master of High Performance Sport*</td>
<td>20</td>
</tr>
<tr>
<td>Master of Exercise Science (Research)</td>
<td>21</td>
</tr>
<tr>
<td>Master of Philosophy (MPhil)</td>
<td>21</td>
</tr>
<tr>
<td>Doctorate of Philosophy (PhD)</td>
<td>21</td>
</tr>
<tr>
<td><strong>School of Nursing, Midwifery and Paramedicine</strong></td>
<td>22</td>
</tr>
<tr>
<td>Honours</td>
<td>22</td>
</tr>
<tr>
<td>Graduate Certificate in Clinical Education</td>
<td>23</td>
</tr>
<tr>
<td>Graduate Diploma in Clinical Education</td>
<td>23</td>
</tr>
<tr>
<td>Master of Clinical Education</td>
<td>23</td>
</tr>
<tr>
<td>Graduate Certificate in Clinical Nursing</td>
<td>24</td>
</tr>
<tr>
<td>Graduate Diploma in Clinical Nursing</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Clinical Nursing</td>
<td>24</td>
</tr>
<tr>
<td>Graduate Certificate in Health Administration</td>
<td>24</td>
</tr>
<tr>
<td>Master of Health Administration</td>
<td>24</td>
</tr>
<tr>
<td>Master of Nursing (Practice Inquiry)</td>
<td>25</td>
</tr>
<tr>
<td>Graduate Certificate in Mental Health*</td>
<td>25</td>
</tr>
<tr>
<td>Graduate Diploma in Mental Health*</td>
<td>25</td>
</tr>
<tr>
<td>Master of Mental Health*</td>
<td>25</td>
</tr>
<tr>
<td>Graduate Certificate in Business Administration (Health)</td>
<td>26</td>
</tr>
<tr>
<td>Graduate Diploma in Business Administration (Health)</td>
<td>26</td>
</tr>
<tr>
<td>Master of Business Administration (Health)</td>
<td>26</td>
</tr>
<tr>
<td>Master of Midwifery (Research)</td>
<td>27</td>
</tr>
<tr>
<td>Master of Nursing (Research)</td>
<td>27</td>
</tr>
<tr>
<td>Master of Philosophy (MPhil)</td>
<td>27</td>
</tr>
<tr>
<td>Doctorate of Philosophy (PhD)</td>
<td>27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Physiotherapy</strong></td>
<td>28</td>
</tr>
</tbody>
</table>
Your funds will support the following six areas:

1. **COMMUNITY AND YOUTH LEADERSHIP SCHOLARSHIPS**
   Educating East Timorese in community leadership

2. **COMMUNITY SPORT DEVELOPMENT**
   Providing soccer equipment to over 1200 youth

3. **TEAMACU FUTURE IN YOUTH SCHOLARSHIPS**
   Supporting ACU student participation in the program

4. **POSTGRADUATE RESEARCH SCHOLARSHIPS**
   Improving program quality through investigation

5. **HEALTH AND WELLBEING**
   Delivering basic health and hygiene messages

6. **YOUTH CENTRE**
   Supporting the establishment of a youth centre

Our fundraising goal over the next five years is:

**$1,545,000**

Donate online
www.acu.edu.au/onlinedonation

Annalise Vogel, Senior Advisor
E: annalise.vogel@acu.edu.au
T: 612 9739 2247

**Future in Youth** – promoting health, wellbeing and life skills to youth in East Timor through sport.
For more information about postgraduate courses in the Faculty of Health Sciences

Tel: 1300 ASK ACU (1300 275 228)
Email: postgraduate@acu.edu.au
Web: www.acu.edu.au/postgraduate