The faculty offers postgraduate programs by coursework and by research for professionals in the areas of clinical exercise physiology, counselling, high performance sport, health administration, clinical education and practice (in nursing), paramedicine, mental health (with a specialisation in nursing), rehabilitation (allied health and physiotherapy), psychology and social work.

We conduct research that makes a difference. Whether it be award-winning stroke studies, or investigations on how the world population will find food in the future – ACU research aims to improve social, health and living conditions, influence public policy, and improve our knowledge in specialist fields.

In 2014/15 as part of a research intensification program, the University established three new research institutes focusing on health sciences – the Mary MacKillop Institute for Health Research, the Institute for Positive Psychology and Education, and the Institute for Health and Ageing. Our academics are leaders in their fields, and their teaching is supported by active involvement in industry and professional associations. ACU researchers have received a number of impressive research awards, including Linkage and Discovery grants from the Australian Research Council (ARC). Strong industry links means postgraduate students in the Faculty of Health Sciences can access a wide range of opportunities for practical experience. If you are considering postgraduate study at ACU, I urge you to read on. 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 us a rewarding experience.

Professor Michelle Campbell
Executive Dean, Faculty of Health Sciences

PHOTOGRAPHY:
Anna Zhu/Tristan Velasco
(unless otherwise credited)

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MER design team

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Asmara Jammali-Blasi
Bachelor of Nursing (Honours)

Australian Catholic University attempts to ensure the information contained in this publication is correct at the time of production (March 2015); however, sections may be amended without notice by the University in response to changing circumstances or for any other reason. Check with the University at the time of application/enrolment for any updated information.

Australian Catholic University
– CRICOS registered provider: 00004G
TOP FIVE REASONS
TO CHOOSE ACU

01
THE BEST PEOPLE
We give you the chance to explore your chosen subject with world-leading academics and researchers. Our health sciences staff have secured millions of dollars in research funding, and are internationally recognised for their work.

02
FLEXIBLE STUDY
ACU offers a range of course delivery options. We keep it flexible so you can manage your work, study and family commitments.

03
PERSONAL ATTENTION
Our campuses and class sizes are small. You’ll work closely with your lecturers or mentors, and get the attention you need to excel.

04
GROWING RESEARCH
ACU is ramping up its research. We’ve launched seven new research institutes, with impressive results.

05
SPECIALIST FACILITIES
State-of-the-art facilities include anatomy wet and dry laboratories, health simulation centres, specialist clinics, fully equipped gyms and biomechanics labs.

"I chose ACU for flexibility of study. I really benefited from the online format and the interaction with students from other disciplines. ACU provided me with extra opportunities to put my learning into practice. Opportunities outside of my immediate career also arose, such as the chance to become a sessional lecturer."

JO-ANNE MARTIN, MASTER OF CLINICAL EDUCATION, POSTGRADUATE NURSING PROGRAM COORDINATOR, ROYAL MELBOURNE HOSPITAL

SEE JO-ANNE’S JOURNEY:
life-less-ordinary.org/postgraduate/jo-anne

1300 ASK ACU (1300 275 228) | futurestudents@acu.edu.au | www.acu.edu.au
ACU provided a fantastic framework for my research process, work ethic and fundamental values, which has given me the perfect base for making future decisions. I had the opportunity to be mentored by some outstanding staff at ACU, and decided to tackle a PhD because of their support.

DARREN BURGESS, DOCTOR OF PHILOSOPHY, HIGH PERFORMANCE MANAGER, PORT ADELAIDE AFL CLUB

POSTGRADUATE STUDY OPTIONS

COURSEWORK
Postgraduate coursework programs at ACU provide students with a structured learning format with set units of study and specific assessment tasks. These programs equip students with the flexibility to articulate through different course levels to masters or to exit early with an industry-relevant qualification.

GRADUATE CERTIFICATE
For students who are looking to develop their skills and knowledge in a specialist area with a focus on professional development. A pathway to further postgraduate study.
Units of study: Four (40 credit points)

GRADUATE DIPLOMA
For students who are looking to develop their skills and knowledge in a professional vocational area. More in-depth study.
Units of study: Eight (80 credit points)

SINGLE UNIT ENROLMENT
For those students who wish to commence study and gain a feel for a new career move or course area without committing to a full degree. Once complete may be used as credit towards further study.
Units of study: One

MASTERS BY COURSEWORK
Offers students an intensive and in-depth study that will enhance their professional and vocational skills in a specialised area.
Units of study: 12 or 16 (120 or 160 credit points)

RESEARCH
A research degree provides thorough training in a particular discipline area through a process of original investigation in order to increase knowledge and make an important contribution to the development of new knowledge in society. Study is undertaken by work with one or more academics with specialist expertise in that area of study. ACU offers supervised research at either masters or doctoral level.
PhD: Three to four years
MPhil: Two years
Masters by Research: 18 months

SEE DARREN’S JOURNEY: life-less-ordinary.org/postgraduate/darren
WORLD-CLASS FACILITIES, CUTTING EDGE TECHNOLOGY, AND ACCESS TO A DIVERSE RANGE OF HEALTHCARE PARTNERS AROUND AUSTRALIA.

SUPPORT SERVICES

The six campuses which offer health sciences courses are equipped with the latest technology and dedicated computer labs accessible to students.

Our library resources are extensive with both print and online collections available; you can order library resources from any one of our campuses across Australia.

A confidential counselling service is available to support students in university life and beyond, available to any student with personal, study or work-related issues.

Campus Ministry offers pastoral support and spiritual mentoring to students and staff.

Careers counselling offers students the opportunity to explore their career options, develop job applications and sharpen interview skills.

Academic skills advice provides resources and assistance to students in writing, time management, exam preparation and oral presentations.

Disability services support students to overcome barriers that could hinder their university education. ACU is committed to ensuring that every student's experience is free from discrimination and harassment.

Indigenous Higher Education Units on each campus offer academic, personal and cultural support for Aboriginal and Torres Strait Islander students. Visit www.acu.edu.au/indigenoussupport.
ACU has prioritised the intensification of research over the next five years. In line with the University’s mission, each priority research area strives to make a positive difference in communities and the world at large.

An exciting part of research intensification at ACU is the establishment of seven new research institutes, including three focusing on health. Reflecting the University’s Catholic ethos, ACU’s priority research areas revolve around key societal needs. These priority research focus areas are:

- Physical Activity, Sport and Health Psychology
- Indigenous Culture, Education, and Wellbeing
- Positive Psychological and Social Development
- Positive SELF and Wellbeing
- Substantive-Methodological Synergy
- Positive Organisational and Social Context
- Positive Psychological and Social Development
- Positive Educational Psychological approaches

IPPE has eight research programs spanning a variety of areas:
- Indigenous Culture, Education, and Wellbeing
- Mindfulness, Compassion and Action
- Physical Activity, Sport and Health Psychology
- Positive Education
- Positive Organisational and Social Context
- Positive Psychological and Social Development
- Positive SELF and Wellbeing
- Substantive-Methodological Synergy

All eight programs aim to identify what helps people, communities and organisations thrive and then use this information to help people reach their full potential.

MARY MACKILLOP INSTITUTE FOR HEALTH RESEARCH

Director: Professor Simon Stewart

Aim: To deliver quality health research that makes a difference to people’s lives, especially those affected by inequality and disadvantage.

Based in Melbourne, the Mary Mackillop Institute for Health Research is committed to research that promotes health and wellbeing in all Australians. In line with ACU’s dedication to the common good, the institute advances health research with a particular focus on helping those who are affected by inequality and socioeconomic disadvantages.

There are four semi-autonomous centres within the institute. Each reflects a different theme within the ACU priority research area of health.

Professor Stewart leads the NHMRC Centre of Research Excellence to Reduce Inequality in Heart Disease. The centre focuses on improving the heart health and outcomes of groups and communities including regional Australians, Indigenous Australians and people in low to middle-income countries such as South Africa and Mozambique.

The Centre for the Heart and Mind, led by Professor David Thompson, focuses on the psychological aspects of heart disease and how patients and their carers cope accordingly.

Associate Professor Melinda Carrington leads the Centre for Primary Care and Prevention. It focuses on the role of innovative primary care and regional strategies (eg nurse-led clinics) in delivering cost-effective healthcare to prevent cardiovascular disease.

Professor Sandra Jones leads the Centre for Health and Social Research. It focuses on the role of social marketing techniques to promote health across childhood to adulthood and across a range of risk factors and health conditions.

The institute is working to attract the very best talent and nurture students and staff, including developing the potential of early career researchers and higher degree research students.

INSTITUTE FOR HEALTH AND AGEING

Director: Professor Marita McCabe

Aim: To employ a multidisciplinary approach and applied methods to find new and innovative ways of enhancing the lives of older people and their carers, families and communities across a range of physical, social, economic and cultural settings.

The Institute for Health and Ageing (IHA) was established in January 2015, and is a Melbourne-based research institute engaging experts with excellent track records and a breadth of experience across a range of disciplines including biostatistics, chronic illness, economics of health and ageing, nutrition, physical activity, research translation and social connection and the environment. The institute develops early interventions by way of tools, programs and other resources to advance positive ageing for individuals and the community more broadly.

IHA works with a range of partners including community and not-for-profit organisations, peak bodies, government and private enterprise.

INSTITUTE FOR POSITIVE PSYCHOLOGY AND EDUCATION

Director: Professor Rhonda Craven

Aim: To lead world-class scientific research in positive psychology and education that empowers individuals and groups to thrive and flourish.

The Institute for Positive Psychology and Education (IPPE) was established in February 2014. Based in Strathfield, the IPPE is ACU’s largest research institute. Led by Professor Rhonda Craven, the institute focuses on leading world-class scientific research in positive psychology and education that encourages disadvantaged individuals and groups to thrive and flourish.

IPPE received $1.2 million in funding for three Australian Research Council (ARC) Linkage Projects. This represents the strongest performance in psychology from any university in Australia.

The institute also received two grants in the ARC Indigenous Discovery Program in 2014. The IPPE research ethos illustrates the University’s respect for human dignity and commitment to providing opportunities for people from all backgrounds.

IPPE has eight research programs spanning a variety of areas:
- Indigenous Culture, Education, and Wellbeing
- Mindfulness, Compassion and Action
- Physical Activity, Sport and Health Psychology
- Positive Education
- Positive Organisational and Social Context
- Positive Psychological and Social Development
- Positive SELF and Wellbeing
- Substantive-Methodological Synergy

The IPPE research ethos illustrates the University’s respect for human dignity and intellectual thought. Research concerned with the elucidation, development and expression of Catholic intellectual thought.

THE COMMON GOOD

Cross-disciplinary research in the liberal arts and social sciences that enhances the social and cultural wellbeing of communities.

Aim:
To lead world-class scientific research in positive psychology and education that empowers individuals and groups to thrive and flourish.

IHA works with a range of partners including community and not-for-profit organisations, peak bodies, government and private enterprise.

www.acu.edu.au/research
STUDY MODES

STUDY MODE IS THE WAY IN WHICH A COURSE OR UNIT IS DELIVERED. ACU OFFERS A NUMBER OF FLEXIBLE DELIVERY OPTIONS TO SUIT YOUR FAMILY AND WORK COMMITMENTS.

FULL-TIME
To be regarded as full-time, a student must be undertaking a load of at least 0.75 EFTSL. For example, in a course with the standard annual credit point load of 80 credit points, to be enrolled full-time a student must undertake at least 30 credit points per semester.

PART-TIME
A part-time student is one who undertakes a load of less than 0.75 EFTSL. For example, in a course with the standard annual credit point load of 80 credit points, a part-time student would undertake less than 30 credit points per semester.

ONSHORE
Delivered at an ACU campus.

OFF-CAMPUS
Delivered at another location.

OFFSHORE
Delivered at an overseas location.

ONLINE
Delivered online from an ACU campus.

FINANCIAL ASSISTANCE

& SCHOLARSHIPS

FULL FEE PAYING

COMMONWEALTH SUPPORTED PLACE (CSP)
Commonwealth supported places are subsidised by the Australian Government, with the student paying the remainder of the fees through a ‘student contribution’ amount. Not all postgraduate courses offer CSP places, and eligibility requirements apply.

FACULTY ALUMNI REBATE
A 10 per cent rebate on postgraduate fees is offered to alumni of ACU enrolling in programs offered by the Faculty of Health Sciences (conditions apply).

RESEARCH TRAINING SCHEME/ACU FEE-WAIVER
Commencing domestic students enrolling in a Doctorate or Master by Research at ACU will be granted a Research Training Scheme entitlement under the Commonwealth Government’s Research Training Scheme (RTS). This means candidates are provided with an exemption from course fees.

POSTGRADUATE COURSEWORK SCHOLARSHIPS
A number of university scholarships are available to commencing and continuing postgraduate coursework students providing assistance with education, living and/or travel costs. For scholarship eligibility criteria and application information visit www.acu.edu.au/scholarships

POSTGRADUATE RESEARCH SCHOLARSHIPS & FINANCIAL ASSISTANCE
For further information on private and government scholarships visit www.acu.edu.au/research_scholarships

www.studyassist.gov.au

www.acu.edu.au/alumnirebate

www.acu.edu.au/research_scholarships

www.acu.edu.au/scholarships

ATTENDANCE
Primarily attendance, either face-to-face or via video conference, at an ACU campus or another location.

MULTI-MODE
Some online with a compulsory attendance component (including examinations etc).

INTENSIVE
Units are delivered in a block over consecutive weekdays and/or weekends.

ONLINE
Fully online (including assessments).

FEE-HELP is a government loan scheme that assists eligible domestic fee paying students to defer payment of all or part of their tuition fees. Repayment of the loan occurs through the tax system once your income exceeds the minimum threshold.

www.fee-help.gov.au
The Faculty of Health Sciences has fostered partnerships with a number of healthcare providers, enabling it to open clinical schools in New South Wales, the Australian Capital Territory, Queensland and Victoria. The University also continues to invest in expanding health sciences facilities on its campuses with the establishment of ACU Health Clinics in Brisbane, Melbourne, Strathfield and North Sydney. The clinics provide multidisciplinary health services to ACU students, staff and the wider community, as well as opportunities for professional practice placements with expert clinicians. A number of collaborative research partnerships have been established to ensure research success for the faculty. Professional appointments to joint chair positions are also in place with a number of health services. Internationally, the Faculty of Health Sciences has a range of partnerships which are linked to community engagement in developing countries, research, and academic and cultural exchange.

The Faculty of Health Sciences has fostered partnerships with a number of healthcare providers, enabling it to open clinical schools in New South Wales, the Australian Capital Territory, Queensland and Victoria. The University also continues to invest in expanding health sciences facilities on its campuses with the establishment of ACU Health Clinics in Brisbane, Melbourne, Strathfield and North Sydney. The clinics provide multidisciplinary health services to ACU students, staff and the wider community, as well as opportunities for professional practice placements with expert clinicians. A number of collaborative research partnerships have been established to ensure research success for the faculty. Professional appointments to joint chair positions are also in place with a number of health services. Internationally, the Faculty of Health Sciences has a range of partnerships which are linked to community engagement in developing countries, research, and academic and cultural exchange.
than 87 publications. In research funding, and contributed to more healthy ageing. Telehealth for older adults, dementia care and international psychogeriatrics for aged care. She is a professor in aged care.

Professor Doyle joined ACU in 2012 as a professor in aged care. She is the postgraduate coordinator for the University of Queensland for her research on the topic of hemispheric contributions to single word processing following unilateral stroke. Prior to commencing at ACU, Dr Conway worked as a Postdoctoral Research Fellow at the University of Queensland where her research was focused on cognitive-communication disorders associated with dementia, and ways to improve quality of care and quality of life through improving the quality of communication in dementia care. As part of this work, she played a key role in the development and evaluation of the MESSAGE Communication Strategies in Dementia and RECAPS Memory Strategies in Dementia training programs for caregivers of people with dementia. Dr Conway is currently involved in research projects that aim to examine the outcomes of speech pathology treatment for people with progressive aphasia, and analyse the impact of communication partner training on the conversation performance of people with dementia.

Professor Nancy Low Choy is a graduate of the University of Queensland, and holds a Bachelor of Physiotherapy, Master of Physiotherapy (Research) and a PhD. She commenced at ACU in 2012 as a professor in aged care. She has conducted national and international research on the topic of hemispheric contributions to single word processing following unilateral stroke. Prior to commencing at ACU, Dr Conway worked as a Postdoctoral Research Fellow at the University of Queensland where her research was focused on cognitive-communication disorders associated with dementia, and ways to improve quality of care and quality of life through improving the quality of communication in dementia care. As part of this work, she played a key role in the development and evaluation of the MESSAGE Communication Strategies in Dementia and RECAPS Memory Strategies in Dementia training programs for caregivers of people with dementia. Dr Conway is currently involved in research projects that aim to examine the outcomes of speech pathology treatment for people with progressive aphasia, and analyse the impact of communication partner training on the conversation performance of people with dementia.

Professor Nancy Low Choy holds professional membership with the Australian Physiotherapy Association (APA) and the Australian Association of Gerontology (AAG) and is currently the Chair of the Osteoporosis and Falls Taskforce of the Australian Physiotherapy Association (APA) and the Australian Association of Gerontology (AAG). Her overall research and clinical focus is on the relationship between falls, fracture, and stroke, with a particular interest in muscle function and physical activity, and the role of exercise in reducing the risk of falls.

Dr George Ntoumenopoulos is Associate Professor of Physiotherapy at ACU. He is also a consultant physiotherapist at St Vincent's Hospital, Sydney, and honorary consultant physiotherapist in critical care at Guy's and St Thomas' NHS Foundation Trust in the United Kingdoms. Dr Ntoumenopoulos has extensive clinical experience in critical care in Australia, the UK and USA. He has a particular interest in chest physiotherapy and gas exchange and pulmonary function in patients managed on high frequency oscillatory ventilation, and the diagnostic accuracy of computerised lung sound monitoring and electrical impedance tomography during lung recruitment in intubated and mechanically ventilated patients. Dr Ntoumenopoulos also has ongoing research collaborations with colleagues in Barcelona, Spain, to investigate the effect of chest physiotherapy (manual lung hyperinflation and ventilator hyperinflation) on mucus clearance and the impact of novel devices to both monitor secretion retention and maintain endotracheal tube patency.

Dr Stuart Cormack is a senior lecturer in the School of Exercise Science and is heavily involved in the new Master of High Performance Sport, which commenced in 2014. Before joining ACU he spent 14 years working with the Australian Football League, including eight years as a strength and conditioning coach at the West Coast Eagles, two grand final appearances and winning the 2006 AFL Premiership. Prior to this, Dr Cormack spent four years as a strength and conditioning coach at the Australian Institute of Sport. Here he worked with a number of elite athletes in a variety of team and individual sports in preparation for the Sydney 2000 Olympic Games. He is actively involved in applied sports science research including supervision of a number of postgraduate students at ACU. Dr Cormack has published numerous papers in scientific journals, co-authored several book chapters and regularly presents at sports science and coaching conferences. He is also a Life Member of the Australian Strength & Conditioning Association. Dr Cormack currently provides consultancy support to organisations including the International Cricket Council, Australian Institute of Sport Combat Sports Centre, and Melbourne Football Club.

ACADEMIC PROFILES

Professor Colleen Doyle completed her thesis on memory training and intellectual disability, and graduated with a Doctor of Philosophy from the University of Adelaide in 1982. She subsequently worked as a research assistant in the Department of Experimental Psychology, University of Oxford, for three years before moving to Melbourne where she has built a career in aged care. In 1992 Professor Doyle was awarded a postdoctoral summer fellowship by the Gerontological Society of America to study quality indicators for residential aged care for the Rhode Island Department of Health. From 2007-2011 she directed the national evaluation of the federal government's Dementia Health Priority Initiative, a $300 million government-funded program for dementia research education and services. Professor Doyle joined ACU in 2012 as professor in aged care. She is the postgraduate coordinator for the University of Queensland for her research on the topic of hemispheric contributions to single word processing following unilateral stroke. Prior to commencing at ACU, Dr Conway worked as a Postdoctoral Research Fellow at the University of Queensland where her research was focused on cognitive-communication disorders associated with dementia, and ways to improve quality of care and quality of life through improving the quality of communication in dementia care. As part of this work, she played a key role in the development and evaluation of the MESSAGE Communication Strategies in Dementia and RECAPS Memory Strategies in Dementia training programs for caregivers of people with dementia. Dr Conway is currently involved in research projects that aim to examine the outcomes of speech pathology treatment for people with progressive aphasia, and analyse the impact of communication partner training on the conversation performance of people with dementia.

Associate Professor Shawn Somerset is a public health nutritionist. She has worked in clinical dietetics practice and in the food industry, and held senior state government scientific advisory positions in the health and agriculture portfolios. She joined ACU in late 2011 to oversee the launch of the Bachelor of Applied Public Health. Dr Somerset’s field of research interest relates to what motivates food choice, and how the expanding world population will find food into the future. He has traced the popularity of vegetarian gardens in Australian cities, and shown that participation enhanced nutrition and food security in the long-term unemployed, and enhanced food knowledge and diet in school-aged children. Most recently, he has conducted a pilot study of relationships between food security, nutrition status, and risk of infectious disease in poor rural communities in Southeast Asia. During his career Dr Somerset has secured more than $5 million in research and development funding, and published more than 60 research papers and book chapters. He is a visiting professor at Agrocampus Ouest, University of Rennes, France, and an associate professor of public health research at Griffith University.

Dr Erin Conway is a lecturer in speech pathology in the School of Allied Health. Her overall research and clinical focus is acquired neurological language disorders and their treatment, with a particular interest in cognitive-communication disorders associated with dementia, progressive aphasia and Parkinson’s disease.

Dr Conway was awarded her PhD in 2009 from the University of Queensland for her research on the topic of hemispheric contributions to single word processing following unilateral stroke. Prior to commencing at ACU, Dr Conway worked as a Postdoctoral Research Fellow at the University of Queensland where her research was focused on cognitive-communication disorders associated with dementia, and ways to improve quality of care and quality of life through improving the quality of communication in dementia care. As part of this work, she played a key role in the development and evaluation of the MESSAGE Communication Strategies in Dementia and RECAPS Memory Strategies in Dementia training programs for caregivers of people with dementia. Dr Conway is currently involved in research projects that aim to examine the outcomes of speech pathology treatment for people with progressive aphasia, and analyse the impact of communication partner training on the conversation performance of people with dementia.

Professor Low Choy has a particular interest in muscle function and physical activity, and the role of exercise in reducing the risk of falls. She has conducted national and international research on the topic of hemispheric contributions to single word processing following unilateral stroke. Prior to commencing at ACU, Dr Conway worked as a Postdoctoral Research Fellow at the University of Queensland where her research was focused on cognitive-communication disorders associated with dementia, and ways to improve quality of care and quality of life through improving the quality of communication in dementia care. As part of this work, she played a key role in the development and evaluation of the MESSAGE Communication Strategies in Dementia and RECAPS Memory Strategies in Dementia training programs for caregivers of people with dementia. Dr Conway is currently involved in research projects that aim to examine the outcomes of speech pathology treatment for people with progressive aphasia, and analyse the impact of communication partner training on the conversation performance of people with dementia.

Professor Low Choy is the postgraduate coordinator of a suite of coursework programs at ACU that culminate as the Master of Rehabilitation (Discipline), Graduate Diploma in Rehabilitation or Graduate Certificate in Rehabilitation. Professor Low Choy has established the Vestibular Balance and Mobility Research Clinics at the ACU Health Clinic and the Rehabilitation Day Therapy Unit (TPCH) and leads research with academic and clinical colleagues. Professor Low Choy’s considerable clinical and research experience focuses on the management of falls when people present with vestibular deficits, ortho-geriatric problems and/or neurological disorders such as stroke and the use of clinical and laboratory measures that are predictive of falls and their context. Her competitive funding to date is in excess of $1 million, and she has more than 40 publications in peer-reviewed journals and four book chapters. Professor Low Choy is currently supervising eight research higher degree students and seven honours students.

Professor Low Choy holds professional membership with the Australian Physiotherapy Association (APA) and the Australian Association of Gerontology (AAG) and is currently the Chair of the Old Chapter of the AAG.
Dr Brian McKenna is a Registered Nurse and inaugural Professor of Mental Health Nursing at ACU and North Western Mental Health, Melbourne Health. Dr McKenna has a PhD in psychiatry. He has published widely in research on forensic mental health, and the interface between clinical practice and mental health law. This includes research on the relationship between mental health and homicide; evaluation of in-reach mental health service delivery; reducing restrictive interventions into nursing practice and mental health service engagement; graduate nurses’ experiences of violence (including horizontal violence).

In addition to this role, she conducts research investigating language development within typical and atypical populations. The main focus of this research is how children with autism learn words and whether they make use of social skills in this process. She is also interested in linguistic constraints (eg mutual exclusivity) and communication using technology (eg social networking).

Dr Malone completed her PhD in psychology at Lancaster University (UK) in 2012 and began working at ACU in 2013. Prior to moving to Australia, she worked as a lecturer in psychology at Edge Hill University (UK) where she specialised in lecturing in educational psychology.

Dr Stephanie Malone is currently the course coordinator for the Bachelor of Counselling, Graduate Certificate in Counselling, Graduate Diploma in Clinical Counselling and Master of Clinical Counselling.

Professor Peter Rendell is currently Director of the Cognition and Emotion Research Lab that conducts research in the field of cognitive and neuropsychology. The group includes six academic staff and 30 research students. Professor Rendell completed his PhD in psychology at Monash University in 1995. He has been with ACU since it was established in 1991, and with its predecessor, Christ College, from 1978. He has been Head and Assistant Head of the School of Psychology. He is a registered psychologist with the Psychology Board of Australia, and a member of the Australian Psychological Society College of Educational and Developmental Psychologists.

Professor Rendell is internationally recognised for his research involving cognitive ageing and prospective memory. He is also interested in memory in various other groups including children, autism, chronic heart failure and substance users. In addition, he is currently investigating neuropsychological basis of emotion in older adults and various clinical groups.

He has been a visiting researcher at the University of Toronto, Washington University, University of Zurich, University of Padova, Drexel University, Jastrzebska University, Osaka University, University of Geneva, and Aberdeen University.

Dr Clive Seery is an ecotoxicologist and lecturer in science, with experience in research, teaching and consulting. His work has focused on assessing biochemical and physiological stress responses in aquatic organisms exposed to environmental contaminants and pollution. His broader research and consulting experience has included work with plant, algal and animal systems in both aquatic and terrestrial environments.

His work is driven by a concern that anthropogenic pollution continues to harm the environment and that such harm may be exacerbated by changing climates. As such, he is passionate about developing new means with which we are able to assess and monitor the impacts of pollution and to incorporate themes of multiple stressors into environmental management practices.

Recent projects have included work on combined stressors of ocean acidification and contaminant exposure to sea urchin populations of New South Wales, and assessment of how dredge-affected light regimes may influence toxicity of herbicides entering the Great Barrier Reef.
EMPLOYER PROFILES

COUNSELLING
THE CLEVELAND CENTRE, ST VINCENT DE PAUL SOCIETY
“The Cleveland Centre has a long and proud history of accepting ACU students to finalise their practicum/internship and to gain the necessary hours counselling one-on-one with clients of the agency. Interns from ACU have always come with a very high standard of theoretical studies and the professional attitude necessary to become counsellors.

We have observed that ACU students behave ethically, are sensitive and respectful to the needs of our clients, enthusiastic, and work with us as a team. Some ACU students have continued to donate their counselling skills after their studies were completed.

In general, ACU students display maturity and commitment to the process of learning here under the ethos of St Vincent de Paul, to serve with love, justice, hope and joy – and we thank ACU for their excellence.”

Mary McLeod, Community Liaison Officer

PSYCHOLOGY
AUSTRALIAN CHILDHOOD TRAUMA GROUP
“In my time working with ACU postgraduate psychology students, I have found their level of competence to be high. They have demonstrated a willingness to learn and great compassion for our work.

They strike me as smart and not afraid of hard work. I have also been impressed by their friendliness and ability to quickly become part of our team.”

Gregory Nicolau, CEO/Consultant Psychologist

SOCIAL WORK
CATHOLICCare SOCIAL SERVICES, DIOCESE OF PARRAMATTA
“I have supervised a number of ACU social work students over the past few years and have found it an interesting time. Students learn and I learn – so we create a learning environment together.

Generally the students have been keen to embrace the opportunities to learn about social work practice and particularly the chance to put theory to practice and see how social work operates in the real world.”

Ann O’Brien, Director, Marriage Support and Specialist Services

CLINICAL EXERCISE PHYSIOLOGY
EPWORTH REHABILITATION
“Epworth Rehabilitation specialises in neurological rehabilitation including acquired brain injury (ABI) and traumatic brain injury (TBI), multi trauma orthopaedic rehabilitation, and amputee rehabilitation. We focus on achieving high-level outcomes with patient populations including return to running and cycling to improve independence and high-level mobility.

The skills and attributes we notice in ACU students include a professional approach to the placement, an eagerness to learn, and the drive to develop professional skills over the course of the placement.”

Chris Byrne, Senior Exercise Physiologist

NURSING
ST VINCENT’S PRIVATE HOSPITAL MELBOURNE
“St Vincent’s Private Hospital Melbourne specialises in high acuity medical/surgical nursing including cardiac, neurosciences, paediatrics and midwifery.

ACU graduates who work with us provide high quality, evidenced-based safe care, with a focus on the dignity and worth of each person by treating them equally and without judgement.”

Annette McLeod and Trish Fenner, Education Coordinators

ENVIRONMENTAL SCIENCE
NORTH SYDNEY COUNCIL
“North Sydney Council’s Bushland Management Team is responsible for ensuring the long-term sustainability of the area’s bushland ecosystems and biodiversity. We assist ACU environmental science students with a range of group projects that they undertake each year.

We are always impressed by the students’ quality of work and their confident, polished presentations. They have a great understanding of ecosystem processes and are skilled at structuring research projects that address our issues. The students display professionalism in their communication and in their approach to the research.”

Gareth Debney, Bushland Management Coordinator
**AN ACU GRADUATE...**

...demonstrates respect for the dignity of each individual and for human diversity.

...recognises their responsibility to the common good, the environment and society.

...applies ethical perspectives in informed decision making.

...thinks critically and reflectively.

...demonstrates values, knowledge, skills and attitudes appropriate to the discipline and/or profession.

...solves problems in a variety of settings taking local and international perspectives into account.

...locates, organises, analyses, synthesises and evaluates information.

...works both autonomously and collaboratively.

...possesses strong communication and technology skills.

...demonstrates effective communication in oral and written English language and visual media.

EDWARD CRENDAL, DOCTOR OF PHILOSOPHY, CARDIAC TECHNOLOGIST, ST VINCENT’S HOSPITAL

SEE EDWARD’S JOURNEY: life-less-ordinary.org/postgraduate/edward

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**HOW DO I APPLY?**

If you have any questions about your ACU application, phone 1300 ASK ACU (1300 275 228) or email futurestudents@acu.edu.au

Application to ACU postgraduate coursework programs, including graduate or postgraduate certificates and diplomas, and masters by coursework degrees is by online application direct to ACU.

01

CHOOSE THE COURSE YOU WOULD LIKE TO STUDY

- Read ACU’s Postgraduate Course Guide 2016
- Browse www.acu.edu.au/courses

02

CHECK IMPORTANT DATES AND APPLICATION REQUIREMENTS

Application to some courses also requires the submission of supporting documentation and/or additional information forms.

03

BROWSE THE SCHOLARSHIPS OFFERED TO STUDENTS

ACU offers a range of scholarships, bursaries and prizes, which recognise outstanding academic achievement as well as students who might otherwise be excluded or disadvantaged. Visit www.acu.edu.au/scholarships

04

APPLY ONLINE DIRECT TO ACU

Apply for your course at www.acu.edu.au

HIGHER DEGREES BY RESEARCH

Application to ACU higher degrees by research, including the Master of Health Science Research, Master of Philosophy and Doctor of Philosophy (including the PhD component of dual coursework/PhD programs) is by direct application to Graduate Research.

Follow these steps to apply:

1. Identify whether you meet the entry requirements for the degree you are interested in.
2. Identify your research interests and potential supervisors through the Research Expertise Register (REXR).
3. Prepare a research proposal which will outline the research question you wish to examine, a rationale for your choice and a brief review of the methodology you wish to use (approximately 1000-2000 words).
5. Submit your complete application to Graduate Research: res.cand@acu.edu.au

www.acu.edu.au/research
“My role in environmental science research is diverse. I’ll have periods of intensive fieldwork, usually involving insectivorous bats and other small mammals, and then I’ll spend days in the office analysing data, and writing reports and papers. I love the changes and challenges my profession brings.”

LEROY GONSALVES,
BACHELOR OF ENVIRONMENTAL SCIENCE (HONOURS) AND DOCTOR OF PHILOSOPHY,
BIODIVERSITY RESEARCH OFFICER, NSW DEPARTMENT OF PRIMARY INDUSTRIES

SEE LEROY’S JOURNEY: life-less-ordinary.org/postgraduate/leroy
The School of Allied Health comprises the disciplines of occupational therapy, public health, social work and speech pathology. The school has a growing research agenda, with opportunities for masters and doctoral students to join current projects. Across the school, there is research methods expertise in quantitative, qualitative and multiple or mixed methods. Current research themes include the following:

- An emphasis on hard to reach populations such as children with disability, Aboriginal people and refugees
- Parent health and wellbeing in the presence of childhood disability, chronic conditions or disadvantage
- A focus on outcomes which can inform professional practice in health and human services as well as the public health agenda

The following are a selection of higher degree by research theses that are currently being supervised within the School of Allied Health.

- How is Aboriginal cultural identity developed, understood and experienced by young Aboriginal people with light skin colour, lack of kinship and community links?
- Human rights as constructed and understood by African families from refugee backgrounds
- Effectiveness of wrist-hand orthoses in combination with evidence-based therapy to reduce impairment and improve activity performance in older children with cerebral palsy: A randomised controlled trial
- Moving towards a classification of functional visual ability for children with cerebral palsy
- Making meaning out of disaster: The role of emergent groups in post-disaster communities
- Exploring cross-disciplinary perspectives of mental health interventions and recovery
- Children’s experiences of separation and divorce
- Art therapy in rural and urban Australia: A social work perspective

The School of Exercise Science comprises staff and students across three campuses – Brisbane, Melbourne and Sydney (Strathfield). Researchers, lecturers and clinical supervisors conduct research in areas such as sports science, elite athlete preparation and career development, recreation leadership, and the clinical applications of exercise in healthy populations, those with chronic disease, and/or injured populations.

The following doctoral theses are currently being supervised in the School of Exercise Science.

- Cardiometabolic risk factors and myocardial characteristics in young women with and without abdominal obesity
- Fatigue responses to rugby league training and competition
- Calcium and vitamin D supplementation on bone structural properties in young male jockeys: A randomised controlled trial
- Improving postural stability in people with Parkinson’s disease: A randomised controlled trial
- Creatine uptake and its ergogenic effects in response to supplementation and training
- The development and validation of a functional measure of leg strength for improved mobility in neurological conditions

The School of Science includes four disciplines: psychology, nursing, midwifery and paramedicine. Around 40 current PhD students. It also collaborates with leading international laboratories and presents their research at local and international forums.

The School of Psychology is located at the Brisbane, Melbourne and Sydney (Strathfield) campuses. Research in the school is innovative, and spans three main areas of strengths: (i) cognition and applied cognitive neuroscience, (ii) developmental and educational psychology, and (iii) clinical and health psychology. This research has a strong focus on influencing practices in health, education and the community. Active psychology and counselling clinics are run at both the Melbourne and Brisbane campuses, which support both professional training and research.

The School of Nursing, Midwifery and Paramedicine operates across five campuses – Ballarat, Brisbane, Canberra, Melbourne and Sydney (North Sydney). Along with researchers, lecturers and clinical supervisors, there are 14 joint research appointments with public and private health services. Research in the school focuses on five major national priority areas:

- Acute care
- Chronic and palliative care
- Innovative healthcare delivery systems
- Implementation research translating evidence into practice
- Vulnerable communities

Multiple campuses and strong industry links provide excellent opportunities to undertake significant research in both metropolitan and regional centres of Australia, as well as internationally.

The following doctoral theses are currently being supervised in the School of Nursing, Midwifery and Paramedicine.

- Collaboration between nurse practitioners and medical practitioners in primary healthcare in Australia
- Facilitating change in a neonatal intensive care redevelopment: A participatory action research project
- The phenomenon of pain management in women living with chronic pelvic pain using an extended version of Calza’s method
- Evaluation of new Paediatric Emergency Department at a public hospital in Queensland
- Improving care options and subsequently birth outcomes along with a reduction in the use of medical intervention for women who present to a large tertiary hospital in early labour
- The effectiveness of nursing intervention applying the Protection Motivation Theory and Social Support on Type 2 Diabetes Mellitus Preventive Behaviours among populations at risk, Thailand
- Barriers to effective lifestyle change of patients after myocardial infarction in Thailand
- Diagnose and Manage Early: Women’s Ischaemia and Infarction (DaME II)
- Evaluation of a behaviour change intervention to improve the management of fever, hyperglycaemia and swallowing dysfunction following acute stroke

Innovative healthcare delivery systems
- Chronic and palliative care
- Implementation research translating evidence into practice
- Vulnerable communities

Psychology.

The School of Midwifery and Paramedicine includes the following key research areas: acute care, chronic and palliative care, innovation in healthcare delivery systems, implementation research translating evidence into practice and vulnerable communities. The School has a number of prominent research-focused professors, research fellows, and strong affiliations with leading international laboratories.

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The Master of Psychology (Clinical) program has been expanded to the Strathfield Campus for 2015, accompanied by the opening of the Mary Aikenhead Clinic, a state-of-the-art, purpose-built psychology and counselling clinic.

The school offers quality research training facilities and students are strongly encouraged to present their research at local and international forums.

The school has a number of prominent research-focused professors, research fellows, and around 40 current PhD students. It also collaborates with leading international laboratories that support research exchanges for both staff and students.

The following doctoral theses are among those currently being supervised in the School of Psychology.

- An investigation of episodic future thinking ability of novice and chronic illicit drug users
- Exploring emotion regulation capacity in older adults: Effects on expression, physiology and memory
- Early recognition and prevention of postpartum depression and anxiety
- Is there more to introversion than sociability? Development and validation of a new introversion measure
- Intervention selection and discontinuation in autism spectrum disorder
- The effects of energy restriction and weight loss on mood and cognition
- Testing the cognitive behavioural model of eating disorders

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Innovative healthcare delivery systems
- Chronic and palliative care
- Implementation research translating evidence into practice
- Vulnerable communities

Psychology.
The School of Physiotherapy operates in Brisbane and Sydney (North Sydney) and conducts research in five key areas, focusing on:
- Rehabilitation for aged and neurological disorders
- Cardiorespiratory
- Paediatric
- Chronic pain
- Musculoskeletal

Research is conducted on campus, within health service research clinics, and in partnership with clinical providers. The school’s research laboratories are housed in purpose-built, flexible spaces that facilitate the conduct of research projects in all fields of physiotherapy. The laboratories provide space for data collection and analysis, as well as facilities for presentations of research data.

The following research higher degree theses are currently being supervised in the School of Physiotherapy.

1. **Musculoskeletal research**
   - The relationship between laboratory and clinical measures of lumbo-pelvic instability and upper body injury in elite AFL players and elite swimmers
   - Reviewing the demographic profile, clinical characteristics and treatment outcomes of a low back pain cohort and developing a sustainable research clinic model
   - Investigation of spinal, pelvic and thigh musculature and spinal angles in elite Australian Rules footballers
   - Clinical presentation and treatment outcomes of a cohort of low back pain patients
   - The effect of stress on elite AFL players

2. **Rehabilitation for aged and neurological disorders research**
   - Prevalence, profile and efficacy of conservative management for patients with vestibular dysfunction
   - Perceived readiness for discharge from rehabilitation: Patient, carer and physiotherapists’ perspectives
   - Investigation of the long-term efficacy of four wheel walker use and presentation of back pain: Implications for prescription and management
   - Maximising recovery after surgery for a fractured neck of femur: A prospective cohort study
   - The validation of a vestibular screening tool and outcomes of a physiotherapy vestibular service in a hospital setting
   - Allied Health staff adherence to the stroke clinical guidelines in acute stroke and rehabilitation units: Retrospective chart audit

Please note: Fees cited are for domestic student fees for 2016, based on 2016 unit costs. Each unit of study is normally worth 10 credit points but there are some exceptions to this rule. Each year has a different fee and fees for programs undertaken over a number of years will therefore differ from those cited here.

International students should refer to ACU’s International Course Guide.
## Clinical Education

### Graduate Certificate in Clinical Education
This course offers students a foundation for facilitating clinical learning in the healthcare workplace. The program will provide students with the knowledge and skills to plan, implement and evaluate programs and to overcome challenges in facilitating learning in dynamic healthcare workplace settings.

- **Duration**: 1 year PT
- **Total Fees**: $8,200 ($2,050 per 10 credit points)
- **CSP**: N
- **Further Information & Requirements**: Applicants must have completed a bachelor degree in a health discipline or equivalent.

### Graduate Diploma in Clinical Education
This graduate diploma allows students to develop skills in designing, implementing and evaluating clinical education programs within the healthcare workplace. Students will examine the ethical aspects of contemporary healthcare delivery in respect to clinical education in the healthcare setting.

- **Duration**: 1 year FT or equivalent PT
- **Total Fees**: $16,400 ($2,050 per 10 credit points)
- **CSP**: N
- **Further Information & Requirements**: Applicants must have completed a bachelor degree in a health discipline or equivalent.

### Master of Clinical Education
Graduates will be able to:
- Evaluate issues and challenges confronting the healthcare sector
- Conceptualise new and creative approaches to clinical education to support service delivery in culturally-diverse healthcare settings
- Connect theory, practice and research with regard to clinical education in the healthcare workplace
- Examine the ethical aspects of personal, social, cultural, environmental and institutional issues that occur within contemporary healthcare delivery
- Contribute to values-based professional practice in dynamic and challenging environments.

- **Duration**: 1.5 years FT or equivalent PT
- **Total Fees**: $24,600 ($2,050 per 10 credit points)
- **CSP**: N
- **Further Information & Requirements**: Applicants must have completed a bachelor degree in a health discipline or equivalent.

## Clinical Exercise Physiology

### Master of Clinical Exercise Physiology
This course builds on foundational knowledge of exercise science. Students will be equipped with advanced knowledge and skills to prepare them for professional entry into the growing area of clinical exercise physiology. The degree develops in-depth clinical reasoning skills, assessment and prescription in key targeted areas including cardiovascular and respiratory conditions, metabolic conditions, musculoskeletal conditions, neurological conditions, mental health, cancer, occupational rehabilitation and lifestyle management. The course finishes with a capstone experience where students integrate and apply their clinical knowledge and skills, communication and exercise prescription in a real-world setting to transition them from student to practitioner.

- **Duration**: 1.5 years FT or equivalent PT
- **Total Fees**: $24,600 ($2,050 per 10 credit points)
- **CSP**: Y
- **Further Information & Requirements**:
  1. Applicants must 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 4.6, or have completed ESSA Graduate Entry assessment with a grade point average of at least 4.6.
  2. Submit evidence of a current CPR certificate.
  3. Complete a letter of application (300-500 words) outlining their reasons for their interest in the course; and
  4. Submit a supporting professional referee's report.
### COUNSELLING

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DURATION</th>
<th>CAMPUS/MODE</th>
<th>TOTAL FEES/INTAKE</th>
<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
</table>
| **GRADUATE CERTIFICATE IN COUNSELLING** | 6 months FT or equivalent PT 40 credit points | Brisbane, Strathfield | $8,600 ($2,150 per 10 credit points @ 40 credit points) | N | Applicants must have completed:  
- a bachelor degree in any discipline OR at least three years experience in a counselling role, and  
- a satisfactory interview demonstrating suitability to undertake the course. |
| **GRADUATE DIPLOMA IN CLINICAL COUNSELLING** | 2 years PT 80 credit points | Brisbane, Strathfield | $17,200 ($2,150 per 10 credit points @ 80 credit points) | N | Applicants must have completed:  
- a bachelor degree in any discipline, or  
- a Graduate Certificate in Counselling; or  
- an advanced diploma in an area relevant to welfare or community services and a minimum of two years relevant work experience and at least two professional references; and  
- a satisfactory interview demonstrating suitability to undertake the course. |
| **GRADUATE DIPLOMA IN COUNSELLING (CHILD AND ADOLESCENT)** | 2 years PT 80 credit points | Strathfield | $17,200 ($2,150 per 10 credit points @ 80 credit points) | N | Applicants must have completed:  
- a bachelor degree in any discipline; or  
- a Graduate Certificate in Counselling; or  
- an advanced diploma in an area relevant to welfare or community services and a minimum of two years relevant work experience and at least two professional references; and  
- a satisfactory interview demonstrating suitability to undertake the course. |
| **MASTER OF CLINICAL COUNSELLING** | 2 years PT 160 credit points | Brisbane, Strathfield | $34,400 ($2,150 per 10 credit points @ 160 credit points) | N | Applicants must have completed:  
- a bachelor degree in any discipline; or  
- a Graduate Diploma in Counselling (or equivalent); and  
- a satisfactory interview demonstrating suitability to undertake the course. |

### EXERCISE SCIENCE

<table>
<thead>
<tr>
<th>COURSE</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>BACHELOR OF PHYSICAL ACTIVITY AND HEALTH SCIENCE (HONOURS)</strong></td>
<td>1 year FT 80 credit points</td>
<td>Brisbane, Strathfield</td>
<td>N</td>
<td>Applicants must have completed a relevant bachelor pass 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 science.</td>
<td></td>
</tr>
<tr>
<td><strong>BACHELOR OF EXERCISE AND SPORTS SCIENCE (HONOURS)</strong></td>
<td>1 year FT 80 credit points</td>
<td>Brisbane, Strathfield</td>
<td>N</td>
<td>Applicants must have completed a relevant bachelor pass 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 science.</td>
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</tr>
</tbody>
</table>

*This course is replacing the Bachelor of Exercise and Health Science (Honours) from 2016, subject to approval.*
### Graduation Certificate in Health Administration

This course equips students with skills to examine organisational culture, management concepts, governance and quality improvement within the healthcare workplace. Students will explore concepts relating to change management and outcomes, leadership strategies and skills, along with ethical, moral and social justice dimensions within the healthcare sector.

<table>
<thead>
<tr>
<th>COURSE</th>
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<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Certificate in Health Administration</strong></td>
<td>1 year PT 40 credit points</td>
<td>Brisbane* Nationally online *INT students only</td>
<td>$8,200 ($2,050 per 10 credit points @ 40 credit points)*</td>
<td>N</td>
<td>Applicants must have completed a bachelor degree in a health discipline or equivalent.</td>
</tr>
</tbody>
</table>

*Attendance* Online *INT students only*  
Sem 1 (Feb) and Sem 2 (Jul)

### Graduation Diploma in Health Administration

This course offers students the opportunity to build on their administrative or management foundations by evaluating current approaches to policy development and implementation in healthcare delivery.

<table>
<thead>
<tr>
<th>COURSE</th>
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<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Diploma in Health Administration</strong></td>
<td>1 year FT or equivalent PT 80 credit points</td>
<td>Brisbane* Nationally online *INT students only</td>
<td>$16,400 ($2,050 per 10 credit points @ 80 credit points)*</td>
<td>N</td>
<td>Applicants must have completed a bachelor degree in a health discipline or equivalent.</td>
</tr>
</tbody>
</table>

*Attendance* Online *INT students only*  
Sem 1 (Feb) and Sem 2 (Jul)

### Master of Health Administration

Graduates will be able to:

- evaluate issues and challenges that confront the industry, healthcare professionals and consumers of their services
- conceptualise new and creative approaches to healthcare administration to support service delivery in diverse healthcare settings
- connect theory, practice and research within health administration
- examine the ethical aspects of personal, social, cultural, environmental and institutional changes within contemporary healthcare delivery and respond to such changes
- reflect on options and opportunities to enhance professional practice in contemporary local, regional and global healthcare contexts
- contribute to values-based professional practice in dynamic and challenging environments.

<table>
<thead>
<tr>
<th>COURSE</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Master of Health Administration</strong></td>
<td>1.5 years FT or equivalent PT 120 credit points</td>
<td>Brisbane* Nationally online *INT students only</td>
<td>$24,600 ($2,050 per 10 credit points @ 120 credit points)</td>
<td>N</td>
<td>Applicants must have completed a bachelor degree in a health discipline or equivalent.</td>
</tr>
</tbody>
</table>

*Attendance* Online *INT students only*  
Sem 1 (Feb) and Sem 2 (Jul)

**“The knowledge and experience I gained in completing my placement at a Community Living Association – where I worked with young clients who have intellectual and/or cognitive disability and mental illness – has been invaluable.”**

**Matt Brunetti, Master of Social Work**
### Healthcare Simulation Education

**Graduate Certificate in Healthcare Simulation Education**
The Graduate Certificate in Healthcare Simulation is an advanced program that aims to expand the knowledge and skills required for contemporary simulation practice. Graduates of this program should be able to design, deliver and evaluate innovative and effective simulation-based learning, teaching and assessment activities that consider the cultural, social, ethical and spiritual dimensions of healthcare education. This program combines sound educational theory with an evidence-based focus to meet the needs of the learner, education institutions, the healthcare industry and other organisations that embrace the use of simulation in healthcare.

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Campus/Mode</th>
<th>Total Fees/Intake</th>
<th>CSP</th>
<th>Intake</th>
<th>Further Information &amp; Requirements</th>
</tr>
</thead>
</table>
| Graduate Certificate in HC    | 1 year PT      | Brisbane/Melbourne/N Sydney | $8,200 ($2,050 per 10 credit points) | N   | To be eligible for admission to the Graduate Certificate in Healthcare Simulation Education, an applicant must have:  
   - completed a bachelor degree or equivalent  
   - access to a simulation learning environment (e.g., a specialised centre; or an environment where simulation resources are simulation is frequently used).  
   This course is not open to international students on an international student visa. |

### High Performance Sport

**Graduate Certificate in High Performance Sport**
This course aims 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, within the context of a multidisciplinary environment and its culture and leadership structures, and to do so in an ethical manner characterised by a concern for respect, equity and social justice.

<table>
<thead>
<tr>
<th>Course</th>
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<th>CSP</th>
<th>Intake</th>
<th>Further Information &amp; Requirements</th>
</tr>
</thead>
</table>
| Graduate Certificate in HP    | 6 months FT or equivalent PT | Nationally online (with an attendance component in Melbourne) | $8,200 ($2,050 per 10 credit points) | N   | Applicants must have:  
   - a bachelor degree (or higher), normally in exercise science, sports science, human movement or a related discipline; or  
   - a bachelor degree (or higher), in a related allied health discipline AND have evidence of substantial relevant industry experience. |

**Graduate Diploma in High Performance Sport**
This course aims 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, within the context of a multidisciplinary environment and its culture and leadership structures, and to do so in an ethical manner characterised by a concern for respect, equity and social justice.

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<th>Intake</th>
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</thead>
</table>
| Graduate Diploma in HP        | 1 year FT or equivalent PT | Nationally online (with an intensive component in Melbourne) | $16,400 ($2,050 per 10 credit points) | N   | Applicants must have:  
   - completed a bachelor degree (or higher), normally in exercise science, sports science, human movement or a related discipline AND have evidence of substantial relevant industry experience; or  
   - completed a bachelor degree normally in exercise science, sports science, human movement or a related discipline, with a grade point average of at least 4.8; or  
   - completed the Graduate Certificate in High Performance Sport.  
   NOTE: Applicants having completed a degree at AQF level 8 or above that incorporated research training may be eligible for recognition of prior learning of up to 20 credit points. |
**HIGH PERFORMANCE SPORT**

<table>
<thead>
<tr>
<th>COURSE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.5 years FT equivalent PT</td>
<td>120 credit points</td>
<td>Multi-mode</td>
<td>$24,600 ($2,010 per 10 credit points @ 120 credit points)</td>
<td>N</td>
<td>Applicants must have: ✔ completed a bachelor degree (or higher) normally in exercise science, sports science, human movement or a related discipline AND have evidence of substantial relevant industry experience; or ✔ completed a bachelor degree normally in exercise science, sports science, human movement or a related discipline, with a grade point average of at least 4.8; or ✔ completed the Graduate Certificate or Graduate Diploma in High Performance Sport. <strong>NOTE:</strong> Applicants having completed a bachelor degree (or higher) in a related allied health discipline may be considered, dependent on specific qualifications and evidence of substantial relevant industry experience or similar.</td>
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</tbody>
</table>

**PUBLIC HEALTH**

<table>
<thead>
<tr>
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<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
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</thead>
<tbody>
<tr>
<td>120 credit points (against Master)</td>
<td>80 credit points (against G Dip)</td>
<td>40 credit points (against G Cert)</td>
<td>Multi-mode</td>
<td>Brisbane Melbourne N Sydney</td>
<td>Graduated Certificate: $8,200* ($2,050 per 10 credit points @ 40 credit)</td>
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<td>Graduated Diploma: $16,400* ($2,050 per 10 credit points @ 80 credit points)</td>
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<td>Master: $24,600* ($2,050 per 10 credit points @ 120 credit points)</td>
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<td></td>
<td>Applicants must have completed an appropriate undergraduate degree, preferably in a health discipline. See the Faculty Course Updates page at: <a href="http://www.acu.edu.au/fhs/course-updates">www.acu.edu.au/fhs/course-updates</a></td>
</tr>
</tbody>
</table>

**MENTAL HEALTH**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DURATION</th>
<th>CAMPUS/ MODE</th>
<th>TOTAL FEES/ INTAKE</th>
<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year PT</td>
<td>40 credit points</td>
<td>Multi-mode</td>
<td>Brisbane Melbourne N Sydney</td>
<td>N</td>
<td>Applicants must have completed: ✔ a bachelor degree or higher in nursing or a health discipline; or ✔ the Graduate Certificate in Mental Health (Nursing).</td>
</tr>
<tr>
<td>1.5 years FT or equivalent PT</td>
<td>120 credit points</td>
<td>Multi-mode</td>
<td>Brisbane Melbourne N Sydney</td>
<td>N</td>
<td>$16,400 ($2,050 per 10 credit points @ 80 credit points)</td>
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<td></td>
<td>Applicants must have completed: ✔ a bachelor degree or higher in nursing or a health discipline; or ✔ the Graduate Diploma in Mental Health (Nursing).</td>
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</tbody>
</table>

**MIDWIFERY**

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<tr>
<th>COURSE</th>
<th>DURATION</th>
<th>CAMPUS/ MODE</th>
<th>TOTAL FEES/ INTAKE</th>
<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year FT or equivalent PT</td>
<td>80 credit points</td>
<td>Multi-mode</td>
<td>Brisbane Melbourne</td>
<td>Y</td>
<td>Applicants must have completed: ✔ a Bachelor of Midwifery pass degree and attained grades of distinction or above in at least half of the graded units (a) at second and third year levels of the undergraduate course; or (b) in a postgraduate course.</td>
</tr>
</tbody>
</table>

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*It is expected that registered nurses who successfully complete the Postgraduate Diploma of Mental Health (Nursing) or Master of Mental Health (Nursing) will meet the qualification criteria of the Credential for Practice Program.*
## BACHELOR OF MIDSFERY (GRADUATE ENTRY)

This two-year graduate entry program is designed to allow registered nurses and bachelor-qualified paramedics to become competent midwives.

### COURSE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DURATION</th>
<th>CAMPUS/ MODE</th>
<th>TOTAL FEES/ INTAKE</th>
<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
</table>
| **BACHELOR OF MIDSFERY**    | 2 years FT or equivalent PT | Brisbane Melbourne | CSP | Y | Applicants must have completed:  
  a Bachelor of Nursing and be a Registered Nurse with the Australian Health Practitioner Regulation Agency (AHPRA); or  
  a Bachelor of Paramedicine and be a practicing paramedic. |
| **ATTENDANCE**              |                  | Sem 1 (Feb)  | 120 credit points  |     |                                   |

## NURSING

### BACHELOR OF NURSING (HONOURS)

This is a one-year degree for high-achieving students who have already completed the Bachelor of Nursing or equivalent degree.

The program enables students to build upon the knowledge gained in their pass degree, develop research skills that will equip them for future study at a higher degree level and work closely with an academic expert to contribute to a particular area of interest. The main focus of the program is to produce a research thesis under supervision from experienced academic staff. This degree does not lead to accreditation as a nurse.

### COURSE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DURATION</th>
<th>CAMPUS/ MODE</th>
<th>TOTAL FEES/ INTAKE</th>
<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BACHELOR OF NURSING</strong></td>
<td>1 year FT or equivalent PT</td>
<td>Ballarat Brisbane* Canberra Melbourne N Sydney</td>
<td>CSP</td>
<td>Y</td>
<td>Applicants must have completed a Bachelor of Nursing pass degree and attained grades of distinction or above in at least half of the graded units (a) at second and third year levels of the undergraduate course; or (b) in a postgraduate course.</td>
</tr>
<tr>
<td><strong>ATTENDANCE</strong></td>
<td></td>
<td>Sem 1 (Feb) and Sem 2 (Jul)</td>
<td>80 credit points</td>
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</tbody>
</table>

### MASTER OF NURSING (PRACTICE INQUIRY)

This degree will enable Registered Nurses to conduct clinical audits and quality improvement projects in any healthcare setting to improve nursing practice and patient outcomes. The course will be of relevance to those nurses who have a particular interest in improving nursing practice through inquiry, but who do not wish to commit to a more comprehensive research program which places the major emphasis on the thesis component of the degree.

Graduates will be able to:

- justify the importance of recognising the patient as the source of control and full partner in the provision of coordinated care based on respect for patients’ preferences, values and needs
- integrate models of quality, safety, leadership, decision making, and related policies in continuous practice improvement
- reflect critically on nursing care provision and patient outcomes that require improvement and change
- demonstrate critical understanding and knowledge of health research and practice improvement principles and methods
- locate and evaluate current evidence in relation to nursing practice issues/concerns through use of information and communication technologies
- design, justify and implement a nursing inquiry project for practice improvement that involves inter and intraprofessional collaboration
- evaluate a nursing inquiry project and integrate required changes into practice.

### COURSE

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<tr>
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<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MASTER OF CLINICAL NURSING</strong></td>
<td>1.5 years FT or equivalent PT</td>
<td>Ballarat Brisbane* Melbourne N Sydney</td>
<td>CSP</td>
<td>N</td>
<td>Applicants must have completed a bachelor degree in nursing or equivalent, and be eligible for nurse registration in Australia.</td>
</tr>
<tr>
<td><strong>ATTENDANCE</strong></td>
<td></td>
<td>Sem 1 (Feb)</td>
<td>120 credit points</td>
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</tbody>
</table>

### GRADUATE DIPLOMA IN CLINICAL NURSING

Students undertaking this program will examine the ethical aspects of contemporary healthcare delivery in respect to clinical nursing. Students will also develop and expand further knowledge, skills and understanding of decision making within the healthcare workplace.

### COURSE

<table>
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<tr>
<th>COURSE</th>
<th>DURATION</th>
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<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADUATE DIPLOMA IN CLINICAL NURSING</strong></td>
<td>1 year FT or equivalent PT</td>
<td>Ballarat Brisbane* Melbourne N Sydney</td>
<td>CSP</td>
<td>N</td>
<td>Applicants must have completed a Bachelor of Nursing degree or equivalent and hold current registration with the Australian Health Practitioners Registration Authority (AHPRA).</td>
</tr>
<tr>
<td><strong>ATTENDANCE</strong></td>
<td></td>
<td>Sem 1 (Feb) and Sem 2 (Jul)</td>
<td>80 credit points</td>
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</tbody>
</table>

### MASTER OF CLINICAL NURSING

Graduates will be able to:

- evaluate issues and challenges confronting clinical practice within the healthcare sector
- conceptualise new and creative approaches to clinical nursing to support service delivery in culturally-diverse healthcare settings
- connect theory, practice and research with regard to clinical nursing in the healthcare workplace
- examine the ethical aspects of personal, professional, social, cultural, environmental and institutional changes within contemporary healthcare delivery and respond to such changes.

### COURSE

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<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MASTER OF CLINICAL NURSING</strong></td>
<td>1.5 years FT or equivalent PT</td>
<td>Ballarat Brisbane* Melbourne N Sydney</td>
<td>CSP</td>
<td>N</td>
<td>Applicants must have completed a bachelor degree in nursing or equivalent, and hold current registration with the Australian Health Practitioners Registration Authority (AHPRA).</td>
</tr>
<tr>
<td><strong>ATTENDANCE</strong></td>
<td></td>
<td>Sem 1 (Feb) and Sem 2 (Jul)</td>
<td>120 credit points</td>
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</table>
**PARAMEDICINE**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DURATION</th>
<th>CAMPUS/ MODE</th>
<th>TOTAL FEES/ INTAKE</th>
<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BACHELOR OF PARAMEDICINE (HONOURS)</strong></td>
<td>1 year FT or equivalent PT</td>
<td>Ballarat</td>
<td>CSP</td>
<td>Y</td>
<td>Applicants must have completed a Bachelor of Paramedicine degree and attained grades of distinction or above in at least half of the graded units at second and third year levels; or in a postgraduate course. Admission will also be subject to availability of supervisors.</td>
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<tr>
<td></td>
<td>80 credit points</td>
<td>Brisbane</td>
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<td>Melbourne</td>
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<td>Canberra</td>
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<tr>
<td></td>
<td></td>
<td>Attendance</td>
<td>Sem 1 (Feb) and Sem 2 (Jul)</td>
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</tr>
<tr>
<td><strong>BACHELOR OF PARAMEDICINE (PROFESSIONAL ENTRY)</strong></td>
<td>2 years PT</td>
<td>Online</td>
<td>CSP</td>
<td>Y</td>
<td>Applicants must have completed a professional qualification in paramedicine and be employed as a paramedic.</td>
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<tr>
<td></td>
<td>80 credit points</td>
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<tr>
<td></td>
<td></td>
<td>Nationally online</td>
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<td></td>
<td>Online</td>
<td>Sem 1 (Feb) and Sem 2 (Jul)</td>
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</tr>
<tr>
<td><strong>GRADUATE CERTIFICATE IN PARAMEDICINE</strong></td>
<td>1 year PT</td>
<td>Nationally online</td>
<td>$9,540 ($2,385 per 10 credit points @ 40 credit points)</td>
<td>N</td>
<td>Applicants must:</td>
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<tr>
<td></td>
<td>40 credit points</td>
<td>Online</td>
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<td></td>
<td></td>
<td>Online</td>
<td>Sem 1 (Feb) and Sem 2 (Jul)</td>
<td></td>
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</tr>
<tr>
<td><strong>GRADUATE DIPLOMA IN PARAMEDICINE</strong></td>
<td>1 year FT or equivalent PT</td>
<td>Nationally online</td>
<td>$19,080 ($2,385 per 10 credit points @ 80 credit points)</td>
<td>N</td>
<td>Applicants must:</td>
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<tr>
<td></td>
<td>80 credit points</td>
<td>Online</td>
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<td></td>
<td></td>
<td>Online</td>
<td>Sem 1 (Feb) and Sem 2 (Jul)</td>
<td></td>
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<tr>
<td><strong>MASTER OF PARAMEDICINE</strong></td>
<td>1.5 years FT or equivalent PT</td>
<td>Nationally online</td>
<td>$28,620 ($2,385 per 10 credit points @ 120 credit points)</td>
<td>N</td>
<td>Applicants must:</td>
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<td></td>
<td>120 credit points</td>
<td>Online</td>
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<td></td>
<td></td>
<td>Online</td>
<td>Sem 1 (Feb) and Sem 2 (Jul)</td>
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</tbody>
</table>

“There is a real practical component to the degree, and I am currently completing a placement two days per week at the ACU Melbourne Psychology and Counselling Clinic. I’m proud I’ve been able to create a new career path.”

**KIM WILCOX, MASTER OF PSYCHOLOGY (CLINICAL)**

SEE KIM’S JOURNEY: lifelessordinary.org/postgraduate/kim
**PSYCHOLOGY**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DURATION</th>
<th>CAMPUS/ MODE</th>
<th>TOTAL FEES/ INTAKE</th>
<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BACHELOR OF PSYCHOLOGICAL SCIENCE</strong> (HONOURS)</td>
<td>1 year FT or equivalent PT</td>
<td>80 credit points</td>
<td>Brisbane Melbourne Strathfield</td>
<td>CSP</td>
<td>Y</td>
</tr>
<tr>
<td>Applicants must have completed a bachelor degree including:</td>
<td>an accredited three-year sequence in psychology at least a credit average across all units of the pass degree</td>
<td>distinction level or above in at least four second and third year psychology units; and at least a pass in the prerequisites for units to be undertaken in the honours degree.</td>
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</tr>
<tr>
<td><strong>GRADUATE DIPLOMA IN PSYCHOLOGY</strong></td>
<td>1 year FT or equivalent PT</td>
<td>80 credit points</td>
<td>Brisbane Melbourne Strathfield</td>
<td>$17,200 ($2,150 per 10 credit points @ 80 credit points)</td>
<td>N</td>
</tr>
<tr>
<td>Applicants must have completed a bachelor degree including:</td>
<td>an accredited three-year sequence in psychology at least a credit average across all units of the pass degree</td>
<td>credit level (or above) in four second and third-year psychology units; and at least a pass in the prerequisites for units to be undertaken in the postgraduate diploma.</td>
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<tr>
<td><strong>MASTER OF PROFESSIONAL PSYCHOLOGY</strong></td>
<td>1 year FT or up to 3 years PT</td>
<td>80 credit points</td>
<td>Brisbane Melbourne</td>
<td>$17,200 ($2,150 per 10 credit points @ 80 credit points)</td>
<td>N</td>
</tr>
<tr>
<td>Applicants must have completed:</td>
<td>a bachelor degree with honours in an accredited psychology course with a minimum of 60 units; or a bachelor degree with accredited fourth-year equivalent major study in psychology (with performance deemed of the same level as honours III); and demonstrated suitability to undertake the course as evidenced by satisfactory:</td>
<td>academic referee report; and professional referee report; and interview with the selection committee (for short-listed candidates) and be eligible for provisional registration as a psychologist with the Psychology Board of Australia.</td>
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**PSYCHOLOGY**

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<thead>
<tr>
<th>COURSE</th>
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<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MASTER OF PSYCHOLOGY (CLINICAL)</strong> (HONOURS)</td>
<td>2 years FT or equivalent PT</td>
<td>160 credit points</td>
<td>Brisbane Melbourne Strathfield</td>
<td>CSP and/or $40,000 ($2,500 per 10 credit points @ 160 credit points)</td>
<td>Y</td>
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<tr>
<td>Applicants must have completed:</td>
<td>a bachelor degree with honours in an accredited psychology course with minimum of 8A honours; or a bachelor degree with accredited four year major study in psychology.</td>
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<td><strong>OR</strong></td>
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<tr>
<td>2. a bachelor degree with accredited three year major study in psychology</td>
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<tr>
<td>3. demonstrated suitability to undertake the course as evidenced by satisfactory:</td>
<td>academic referee report; professional referee report; and interview with the selection committee (for short-listed candidates).</td>
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<tr>
<td><strong>MASTER OF PSYCHOLOGY (EDUCATIONAL AND DEVELOPMENTAL)</strong></td>
<td>2 years FT or equivalent PT</td>
<td>160 credit points</td>
<td>Melbourne</td>
<td>$20,000 ($2,500 per 10 credit points @ 80 credit points)</td>
<td></td>
</tr>
<tr>
<td>Applicants must have completed:</td>
<td>a bachelor degree with honours in an accredited psychology course with minimum of 8A honours; or a bachelor degree with accredited four year major study in psychology.</td>
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<tr>
<td><strong>OR</strong></td>
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<tr>
<td>2. a bachelor degree with accredited three year major study in psychology and distinction level completion of an additional year of accredited study in psychology, or equivalent.</td>
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<tr>
<td>3. demonstrated suitability to undertake the course as evidenced by satisfactory:</td>
<td>academic referee report; professional referee report; and interview with the selection committee (for short-listed candidates).</td>
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</table>
MASTER OF PSYCHOLOGY (CLINICAL) / DOCTOR OF PHILOSOPHY

This dual degree combines professional training within clinical psychology with a research Doctor of Philosophy (PhD).

During this combined degree, you will gain experience in the delivery of psychological services through practicums, study clinical bases such as Psychological Assessment, Psychological Disorders and Counselling One-to-One and complete a doctoral thesis. This course is subject to review.

<table>
<thead>
<tr>
<th>COURSE</th>
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<th>TOTAL FEES/ INTAKE</th>
<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASTER OF PSYCHOLOGY (CLINICAL) / DOCTOR OF PHILOSOPHY</td>
<td>4 years FT or equivalent PT 370 credit points</td>
<td>Brisbane Melbourne Strathfield</td>
<td>$40,000 ($2,500 per 10 credit points or 160 credit points); for the PhD component, domestic research candidates are offered an RTS place.</td>
<td>N</td>
<td>There are two pathways into this course. 1. Applicants must first contact the School of Psychology to explore potential research areas, identify a potential PhD supervisor and write a brief research proposal. Following this, students may apply to Graduate Research for admission to the PhD, and apply simultaneously online for entry into the MPsych program. Entry requirements to be met by these applicants are:  ➢ four years of an accredited undergraduate psychology sequence, comprising a first class honours degree in psychology or equivalent  ➢ interview with the selection committee (for short-listed candidates); and  ➢ provision of two referee reports: one professional/personal and one academic. 2. Students already enrolled in the Master of Psychology (Clinical) who have successfully completed year one with a distinction average across all subjects in that program may contact the School of Psychology to explore potential research areas, identify a potential PhD supervisor and write a brief research proposal. Following this, students must apply to Graduate Research for admission to the PhD and undertake an interview with the selection committee (for short-listed candidates) and provide two referee reports: one professional/ personal and one academic.</td>
</tr>
</tbody>
</table>

“While working as a secondary school teacher I decided I wanted to return to study and become an educational psychologist. I mainly chose to study at ACU because of the teaching staff. They are experts in the field and I wanted to work closely with a really skilled supervisor.”

DANIEL QUIN, MASTER OF PSYCHOLOGY (EDUCATIONAL AND DEVELOPMENTAL) AND DOCTOR OF PHILOSOPHY

SEE DANIEL’S JOURNEY: life-less-ordinary.acu/postgraduate/daniel
**PSYCHOLOGY**

<table>
<thead>
<tr>
<th>COURSE</th>
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<th>CAMPUS/ MODE</th>
<th>TOTAL FEES/ INTAKE</th>
<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
</table>
| MASTER OF PSYCHOLOGY (EDUCATIONAL AND DEVELOPMENTAL) / DOCTOR OF PHILOSOPHY | 4 years FT or equivalent PT 370 credit points | Brisbane, Melbourne | CSP and/or $45,000 ($2,500 per 10 credit points or 160 credit points), for the PhD component, domestic research candidates are offered an RTS place. | N | There are two pathways into this course: 
1. Applicants must first contact the School of Psychology to explore potential research areas, identify a potential PhD supervisor and write a brief research proposal. Following this, students may apply to Graduate Research for admission to the PhD, and apply simultaneously online for entry into the MPsych program. Entry requirements to be met by these applicants are: 
   - four years of an accredited undergraduate psychology sequence, comprising a first class honours degree in psychology or equivalent 
   - interview with the selection committee (for short-listed candidates); and 
   - provision of two referee reports: one professional/personal and one academic. 
2. Students already enrolled in the Master of Psychology (Educational and Developmental) who have successfully completed year one with a distinction average across all subjects in that program may contact the School of Psychology to explore potential research areas, identify a potential PhD supervisor and write a brief research proposal. Following this, students must apply to Graduate Research for admission to the PhD and undertake an interview with the selection committee (for short-listed candidates) and provide two referee reports: one professional/personal and one academic. |
| Attendance | | | | | |
| | | | | | |

"I flew over from the UK especially for the intensive week of lectures and it was well worth it."

**JO CLUBB, MASTER OF HIGH PERFORMANCE SPORT, SPORTS SCIENCE OFFICER, CHELSEA FOOTBALL CLUB UK"
The Graduate Certificate in Rehabilitation (Discipline) builds on discipline-specific knowledge and skills for physiotherapists, occupational therapists, speech pathologists and other health professionals, who seek to extend their knowledge and skills in the fields of aged and neurological rehabilitation. Graduate certificate coursework focuses on evidence-based enquiry, and fosters application of advanced clinical reasoning for holistic management of aged and neurological disorders as well as those with chronic illness and disability. The coursework (part-time) is case based and includes a blend of online learning and workshop intensives (initially at the Brisbane Campus). This level of study will culminate with a practicum related to inter-professional practice, developing skills in advanced communication, supervision, mentoring and leadership. Successful participants will graduate with:

- Graduate Certificate in Rehabilitation
- Graduate Certificate in Rehabilitation (Occupational Therapy)
- Graduate Certificate in Rehabilitation (Neurological Physiotherapy)
- Graduate Certificate in Rehabilitation (Gerontological Physiotherapy)
- Graduate Certificate in Rehabilitation (Speech Pathology)

These courses aim to provide professional growth for clinicians and to facilitate return to the workforce or further studies in the Graduate Diploma of Rehabilitation.

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**GRADUATE CERTIFICATE IN REHABILITATION (DISCIPLINE)**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DURATION</th>
<th>CAMPUS/ MODE</th>
<th>TOTAL FEES/ INTAKE</th>
<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
</table>
|        | 1 year FT* | Nationally online (with residential schools in Brisbane) | $9,540 (52.385 per 10 credit points or 40 credit points) | N | Applicants must have:  
- a bachelor degree from an accredited three-year program in a health discipline or equivalent from an accredited university to enter the GradCertRehab non-specialty pathway; or  
- a bachelor degree from an accredited four-year program in occupational therapy, physiotherapy, speech pathology or equivalent from an accredited university to enter the GradCertRehab discipline pathway, with a minimum grade point average (GPA) from their primary degree of 4.0, and a minimum of two years clinical experience in the appropriate discipline.  
Applicants must demonstrate suitability to undertake the course:  
- For the occupational therapy discipline, applicants must hold current registration with the discipline-specific national allied health registration board or required authority in Australia, or registration authority in country of current practice.  
- For the physiotherapy discipline, applicants must hold current registration with the discipline specific national allied health registration board or required authority in Australia, or registration authority in country of current practice.  
- For the speech pathology discipline, applicants must have graduated from a Speech Pathology Program accredited by Speech Pathology Australia, or registration authority in country of current practice.  
- It is expected that students have access to a workplace to undertake clinical related activities either through current employment (full or part-time), or a plan to return to the workforce within Australia after a period of leave, or through a relationship with the university clinics. |

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**GRADUATE DIPLOMA IN REHABILITATION**

The Graduate Diploma in Rehabilitation includes a nested Graduate Certificate in Rehabilitation and will be available part-time from 2015 (full-time from 2016). This coursework further builds discipline-specific knowledge and skills for physiotherapists, occupational therapists, speech pathologists and other health professionals, who seek to extend their knowledge and skills in the fields of aged and neurological rehabilitation. Case-based, online collaborative learning and workshop intensives further extend knowledge and skills in these fields, build research skills for a clinical research project/activity and culminate in a discipline-specific practicum. Successful participants will graduate with:

- Graduate Diploma in Rehabilitation

The course aims to provide advanced knowledge and skills for continued professional growth and articulate to the Master of Rehabilitation (Discipline) or to a research higher degree.

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<table>
<thead>
<tr>
<th>COURSE</th>
<th>DURATION</th>
<th>CAMPUS/ MODE</th>
<th>TOTAL FEES/ INTAKE</th>
<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
</tr>
</thead>
</table>
|        | 1 year FT* | Nationally online (with residential schools in Brisbane or N Sydney)* | $19,080 (52.385 per 10 credit points or 60 credit points) | N | Applicants must have:  
- a bachelor degree from an accredited four-year program in occupational therapy, physiotherapy or speech pathology or equivalent from an accredited university, to enter the GradDipRehab discipline pathway, with a minimum grade point average (GPA) from their primary degree of 4.0, and a minimum of two years clinical experience in the appropriate discipline.  
Applicants must demonstrate suitability to undertake the course:  
- For the occupational therapy discipline, applicants must hold current registration with the discipline specific national allied health registration board or required authority in Australia, or registration authority in country of current practice.  
- For the physiotherapy discipline, applicants must hold current registration with the discipline specific national allied health registration board or required authority in Australia, or registration authority in country of current practice.  
- For the speech pathology discipline, applicants must have graduated from a Speech Pathology Program accredited by Speech Pathology Australia, or registration authority in country of current practice.  
- It is expected that students have access to a workplace to undertake clinical related activities either through current employment (full or part-time), or a plan to return to the workforce within Australia after a period of leave, or through a relationship with the university clinics. |
Students will develop their areas of interest by:

**MOUNT OF REHABILITATION**
The Master of Rehabilitation (Discipline) - 120 cp is structured with a nested graduate certificate (40 cp) and graduate diploma (80 cp) for the disciplines of physiotherapy, occupational therapy and speech pathology who work in the fields of aged and neurological rehabilitation. The final four units will be delivered for the first time in 2017 (part-time/full-time). The coursework builds from a focus on collaborative learning and inter professional practice to more in-depth specialty knowledge and skills. The Master of Rehabilitation (Discipline) culminates with two discipline-specific practicums and the completion of a clinical research activity/project embedded within their clinical setting.

A non-specific Master of Rehabilitation is also available for those working in aged and rehabilitation fields. Successful participants will graduate with:

- Master of Rehabilitation
- Master of Rehabilitation (Occupational Therapy)
- Master of Rehabilitation (Neurological Physiotherapy)
- Master of Rehabilitation (Gerontological Physiotherapy)
- Master of Rehabilitation (Speech Pathology)

These courses aim to provide clinical expertise, and the research and professional experience for leadership in the workplace or for enrolment in a research higher degree.

<table>
<thead>
<tr>
<th>COURSE</th>
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<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
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</thead>
<tbody>
<tr>
<td>5 years FT* or equivalent PT</td>
<td>N</td>
<td>Sem 1 (Feb)</td>
<td>$28,620 (22.385 per 10 credit points or 120 credit points)</td>
<td>N</td>
<td>Applicants must have:</td>
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<td>- a bachelor degree from an accredited three-year program or equivalent from an accredited university to enter the Master of Rehabilitation non-specialty pathway, or</td>
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<td></td>
<td>- a bachelor degree from an accredited four-year program in occupational therapy, physiotherapy or speech pathology or equivalent from an accredited university, with a minimum grade point average (GPA) from their primary degree of 4.0, and</td>
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<td>- a minimum of two years clinical experience in the appropriate discipline.</td>
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<td>Applicants must demonstrate suitability to undertake the course:</td>
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<td></td>
<td>- For the occupational therapy discipline, applicants must hold current registration with the discipline specific national allied health registration board or required authority in Australia, or registration authority in country of current practice.</td>
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<td>- For the physiotherapy discipline, applicants must hold current registration with the discipline specific national allied health registration board or required authority in Australia, or registration authority in country of current practice.</td>
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<td></td>
<td>- For the speech pathology discipline, applicants must have graduated from a speech pathology program accredited by Speech Pathology Australia, or registration authority in country of current practice.</td>
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<td></td>
<td>- Be currently employed in a clinical role (full or part time), or planning to return to the workforce within Australia after a period of leave.</td>
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</table>

**RESEARCH**

**MOUNT OF HEALTH SCIENCE RESEARCH**
The Master of Health Science Research (Nursing), (Midwifery), (Paramedicine), (Exercise Science), (Physiotherapy), (Speech Pathology), (Occupational Therapy), (Public Health), (Social Work), provides students with the knowledge and skills to be able to plan and execute a substantial piece of ethical research with a high level of personal autonomy and accountability in a range of health contexts according to the discipline. Supervision provided will be subject to availability of supervisors and resources.

<table>
<thead>
<tr>
<th>COURSE</th>
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<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
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<tbody>
<tr>
<td>1.5 years FT or equivalent PT</td>
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<td>Y</td>
<td>Candidates must comply with the Research and Professional Doctorate Degree Regulations.</td>
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<td>An applicant for admission to candidacy for the degree of Master of Health Science Research must have completed one of the following:</td>
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<td>- a bachelor honours degree or equivalent; or</td>
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<td>- a bachelor degree and postgraduate certificate or postgraduate diploma in an appropriate field of study, or</td>
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<td></td>
<td>- a bachelor degree in a health or health related profession usually with a GPA of 3.0 or greater and 36 months in professional practice.</td>
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</table>

**ENVIRONMENTAL SCIENCE (HONOURS)**

- This is a degree for high-achieving students who have already completed the Bachelor of Environmental Science undergraduate degree or equivalent.
- Students will develop their areas of interest by:
  - conducting research and coursework in a specialised field of environmental science
  - gaining industry perspective through field placement at an advanced level.

<table>
<thead>
<tr>
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<th>CSP</th>
<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
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<tbody>
<tr>
<td>1 year FT or equivalent PT</td>
<td>N</td>
<td>Attendance</td>
<td></td>
<td>Y</td>
<td>Applicants must have completed the Bachelor of Environmental Science pass degree or equivalent, normally within the last five years with at least a credit average.</td>
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<td>Sem 1 (Feb)</td>
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**SOCIAL WORK**

**MOUNT OF SOCIAL WORK**
The Master of Social Work prepares students for practice as professional social workers. The course is accredited by the Australian Association of Social Workers (AASW). The Master of Social Work is a vibrant and challenging program that encourages students to build on their existing knowledge and experience. The course provides a sound understanding of social work roles and practice approaches. Throughout the course there is an emphasis on social justice, human rights, and on achieving the best possible outcomes for the most marginalised and disadvantaged members of society. The AASW Practice Standards (2013) and Code of Ethics (2016) inform the course and define the knowledge and skills required for graduates to:

- understand the role of values in social work, incorporating social justice, respect for human rights, and non-violence, non-racism and non-discrimination practice
- analyse critically and use theories, research findings and innovative developments in social work theory and the social and behavioural sciences
- demonstrate a commitment to the empowerment of the people they work with and reflect upon themselves as individuals within the context of wider social processes
- apply analytical and interactional skills in professional practice with individuals, families, groups and communities
- assist in efforts to secure social reform.

You will be taught by leading academics and practitioners in the field and will be supported throughout the compulsory fieldwork education practicums, providing valuable practical experience.

This is an AASW-accredited qualification. It is an entry qualification into the social work profession and has been determined to meet the Australian Social Work Education and Accreditation Standards (AASWES).
<table>
<thead>
<tr>
<th>COURSE</th>
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<th>CAMPUS/MODE</th>
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<th>FURTHER INFORMATION &amp; REQUIREMENTS</th>
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</thead>
<tbody>
<tr>
<td><strong>MASTER OF PSYCHOLOGY (CLINICAL) / DOCTOR OF PHILOSOPHY</strong></td>
<td>370 credit points</td>
<td></td>
<td>$40,000 (2,500 per 10 credit points @ 160 credit points); for the PhD component, domestic research candidates are offered an RTS place.</td>
<td>N</td>
<td>See coursework section above.</td>
</tr>
<tr>
<td><strong>MASTER OF PSYCHOLOGY (EDUCATIONAL AND DEVELOPMENTAL) / DOCTOR OF PHILOSOPHY</strong></td>
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</table>
| **MASTER OF PHILOSOPHY (MPHIL)** | 2 years FT or equivalent PT | Ballarat, Canberra, Melbourne, N Sydney, Strathfield | Domestic research candidates are offered an RTS place. | N | Candidates must comply with the Research and Professional Doctorate Degree Regulations. An applicant for admission to candidature for the degree of Master of Philosophy must have completed one of the following: 
- a bachelor honours degree with a minimum of Second Class Division B (Hons H2B); or 
- postgraduate research training (eg coursework completed to credit level or above, or coursework master degree); or 
- demonstrated research experience with evidence of capacity to undertake independent research work (eg first author publication). |
| **DOCTOR OF PHILOSOPHY (PHD)** | Min 3 years (max 4 years) FT or equivalent PT | Ballarat, Brisbane, Canberra, Melbourne, N Sydney, Strathfield | Domestic research candidates are offered an RTS place. | N | Candidates must comply with the Research and Professional Doctorate Degree Regulations. An applicant for admission to candidature for the degree of Doctor of Philosophy must have completed one of the following: 
- an appropriate undergraduate degree with honours at a minimum level of Second Class Division A (Hons 2A) or equivalent; or 
- a master degree with appropriate research training in a relevant field; or 
- an equivalent qualification. |

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**ACU EXECUTIVE EDUCATION**

The world has changed and traditional business-as-usual practices are now outdated, ineffective, and unsustainable. ACU Executive Education is committed to developing a new calibre of executive leaders who can not only manage today’s complexities, but also create tomorrow’s possibilities. If you need to address a particular skill shortage or build new capability within your organisation, our team is highly experienced in developing and managing executive education across a broad range of topics. We also offer open programs which can articulate into ACU’s impressive masters qualifications.

Executive education that’s progressive, practical and personalised.

Redefining business is what we do and also what we hope to achieve.

**GRADUATE CERTIFICATES**
- Leading Resilient Enterprises
- Negotiation
- Psychology of Risk
- Management of Not-for-Profit Organisations
- Leadership & Catholic Culture

**SHORT PROGRAMS**
- Executive Negotiation
- Fundraising Masterclass
- Senior Leaders Program (Healthcare)
- Health Executives Symposium
- Education Executives Symposium

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