

# POSTGRADUATE

**COURSE GUIDE 2018**

**COUNSELLING, PSYCHOLOGY AND SOCIAL WORK**





Professor Michelle Campbell, Executive Dean, Faculty of Health Sciences

## EXECUTIVE DEAN'S

# WELCOME

**THE FACULTY OF HEALTH SCIENCES CONTINUES TO UNDERGO DYNAMIC CHANGE, POSITIONING ITSELF AS A LEADING TEACHING AND RESEARCH FACULTY. ITS COURSES ARE DEVELOPED AND DELIVERED WITHIN THE CATHOLIC INTELLECTUAL TRADITION — WITH THE GOAL OF PREPARING PROFESSIONALS WITH A LIFELONG COMMITMENT TO SOCIAL JUSTICE, EQUITY AND SUSTAINABILITY.**

The faculty offers postgraduate programs by coursework and by research for professionals in the areas of clinical exercise physiology, clinical education and practice (in nursing), counselling, health administration, high-performance sport, mental health (with a specialisation in nursing), paramedicine, psychology, public health, rehabilitation (with specialisations in gerontological physiotherapy, neurological physiotherapy, occupational therapy, and speech pathology), simulation education, and social work.

We conduct research that makes a difference. Whether it be award-winning stroke studies, or investigations into 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.

As part of a research intensification program, the University has established three 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. The program drives excellence in research for the benefit of our students, our communities, and the world. This rich research culture informs our teaching and connects our staff with experts across the globe. In the latest Excellence in Research for Australia (ERA) assessment, ACU received the top score of five in human movement and sports science, nursing, public health and health services, and psychology.

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

## VISIT OUR WEBSITE

For in-depth course information, including fees, scholarships, support services and campus information. Visit [acu.edu.au/postgraduate](http://acu.edu.au/postgraduate)

## GOT A QUESTION?

[acu.edu.au/askacu](http://acu.edu.au/askacu)

## CONNECT WITH US



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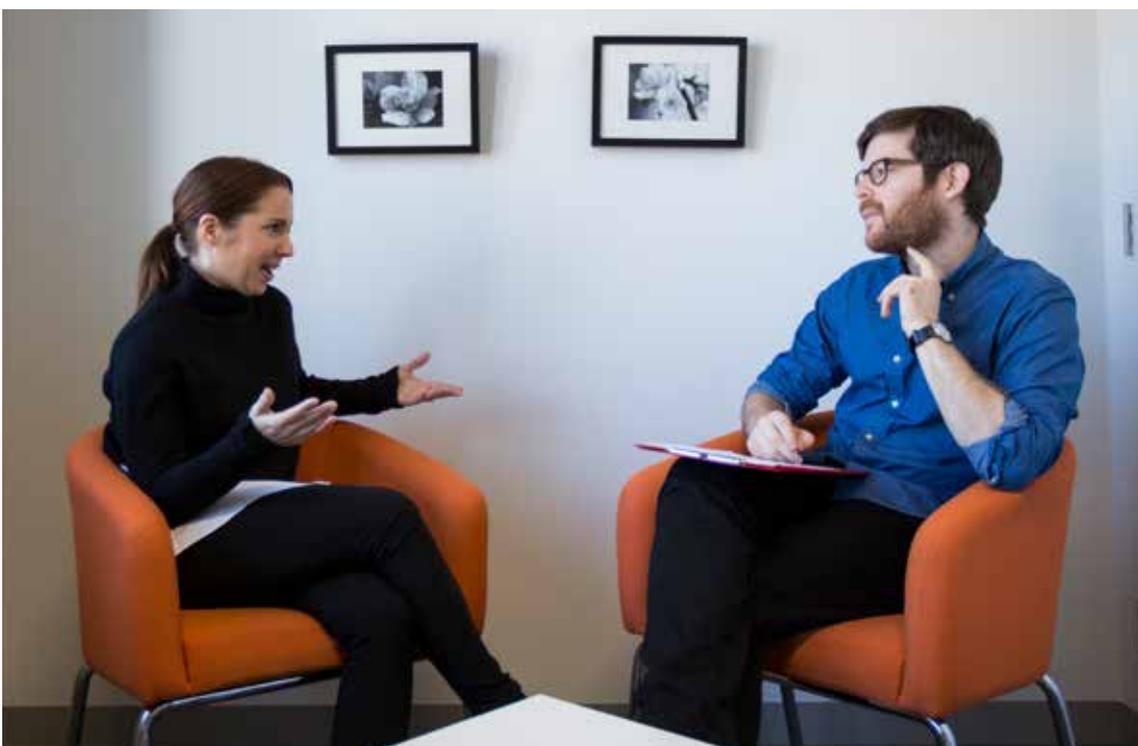
ACU student, Melbourne Campus

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## COURSES

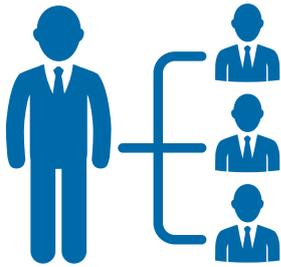
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ACU staff, Melbourne Campus

# TOP FIVE REASONS

## TO CHOOSE ACU



### 01

#### THE BEST PEOPLE

ACU staff are practitioners and clinicians who are actively involved in professional associations and community service. They provide extensive expertise in professional practice to support students.

### 02

#### FLEXIBLE STUDY

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

### 03

#### PERSONAL ATTENTION

You'll work closely with your lecturers, and get the attention you need to excel. Your studies will prepare you for advanced general and specialist practice and can be tailored to suit your career aspirations.



### 04

#### WORLD CLASS RESEARCH

ACU has been ramping up its research, with impressive results. Our research in the area of psychology was rated 'well above world standard' in the latest Excellence in Research for Australia (ERA) assessment.



### 05

#### EXCELLENT FACILITIES

We offer excellent clinical facilities on campus for student practicum and casework. ACU psychology and counselling clinics offer affordable mental healthcare to members of the public and are staffed by students completing their practicum requirements.

[acu.edu.au/askacu](http://acu.edu.au/askacu)



*"ACU offered a practical pathway to the profession that I was seeking. There are multiple pathways to become a practicing psychologist and ACU offers them all – including options for people who are more theoretically inclined, as well as the practical side that appealed to me."*

**TOLTU TUFA**  
MASTER OF PROFESSIONAL PSYCHOLOGY  
PUBLISHER

# STUDY MODES

## AND LOCATIONS

**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.**

**FOR FURTHER CLARIFICATION OF THE STUDY MODE YOUR COURSE WILL BE DELIVERED IN, CONTACT ASKACU AT [ACU.EDU.AU/ASKACU](http://ACU.EDU.AU/ASKACU)**

### **FULL-TIME**

A full-time student is one who undertakes 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 fully online including assessments.

### **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.



ACU students, Canberra Campus

# POSTGRADUATE

## STUDY OPTIONS



ACU staff

### **COURSEWORK**

Postgraduate coursework programs at ACU provide advanced knowledge and skills in a structured learning format with set units of study and specific assessment tasks. Many programs have the flexibility to move through different qualification levels, begin at masters level, or exit early with an industry-relevant qualification.

### **SINGLE UNIT**

Perfect for those interested in a particular subject or for those not sure about committing to a full degree.

Units of study: One (10 credit points)

### **GRADUATE CERTIFICATE**

Develop advanced skills and knowledge in a specialist area with a focus on professional development.

Units of study: Four (40 credit points)

### **GRADUATE DIPLOMA**

Develop a deeper understanding and further advance skills and knowledge in a professional area.

Units of study: Eight (80 credit points)

### **MASTERS DEGREE**

An intensive and in-depth study that will enhance professional skills in a specialised area.

Units of study: 12 or 16 (120 or 160 credit points)

### **HIGHER DEGREE RESEARCH**

A research degree provides thorough training in a particular discipline area. Students undertake a process of original investigation in order to increase knowledge and make an important contribution to the development of new knowledge in society. Graduates will have a systematic and critical understanding of a complex field of learning. Study is undertaken by working with at least two academics with specialist expertise in that area of study. ACU offers supervised research at either masters or doctoral level.

Master of Philosophy (MPhil): Two years full-time study (or equivalent part-time)

Doctor of Philosophy (PhD): Three to four years full-time study (or equivalent part-time)

# FINANCIAL ASSISTANCE

## AND SCHOLARSHIPS



### FULL FEE-PAYING

Students can nominate to pay their fees upfront without any government subsidy. Contact AskACU for more information.

[acu.edu.au/askacu](https://acu.edu.au/askacu)

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.

[studyassist.gov.au](https://studyassist.gov.au)



### 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.

HECS-HELP is a government loan scheme that assists eligible Commonwealth supported 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.

[studyassist.gov.au](https://studyassist.gov.au)



### FACULTY ALUMNI REBATE

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

[acu.edu.au/fhs/alumni-rebate](https://acu.edu.au/fhs/alumni-rebate)



### RESEARCH TRAINING PROGRAM

Commencing domestic students enrolling in a master-by-research or doctoral degree at ACU may be granted a Research Training Program Fee Offset Scholarship under the Australian Government's Research Training Program. This means that candidates are exempted from paying tuition 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 [acu.edu.au/scholarships](https://acu.edu.au/scholarships)



### POSTGRADUATE RESEARCH SCHOLARSHIPS & FINANCIAL ASSISTANCE

For further information on scholarships available to postgraduate research candidates, visit [research.acu.edu.au/graduate-research/scholarships](https://research.acu.edu.au/graduate-research/scholarships)

# HOW TO APPLY

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.

[acu.edu.au/apply](http://acu.edu.au/apply)

If you have any questions about your ACU application, visit [acu.edu.au/askacu](http://acu.edu.au/askacu)



ACU students, AskACU on Canberra Campus

## 01 CHOOSE THE COURSE YOU WOULD LIKE TO STUDY

Read ACU's *Counselling, Psychology and Social Work Postgraduate Course Guide 2018*

Browse [acu.edu.au/courses](http://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 which recognise outstanding academic achievement as well as students who might otherwise be excluded or disadvantaged. Visit [acu.edu.au/scholarships](http://acu.edu.au/scholarships)

## 04 APPLY ONLINE DIRECT TO ACU

Apply for your course at [acu.edu.au/courses](http://acu.edu.au/courses)

### HIGHER DEGREES BY RESEARCH

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

#### To apply:

1. Check your eligibility
2. Complete an application for admission
3. Organise your referee reports
4. Submit the completed application

[acu.edu.au/research/apply](http://acu.edu.au/research/apply)

# SCHOOL OF PSYCHOLOGY

The School of Psychology provides a unique and inspiring educational journey, unlike any other offered in Australia. We produce practitioners and clinicians who are enabling individuals and groups to flourish and thrive.

Our students come from diverse backgrounds. They enjoy support from dedicated and approachable supervisors in a vibrant and rigorous intellectual environment.

We give students the very best practical and theoretical exposure needed to pursue their career goals. Students get valuable insights and build networks through industry engagements, internships, research opportunities, and international study.

Active psychology and counselling clinics are run at the Brisbane, Melbourne, and Strathfield campuses, which support both professional training and research. These clinics offer affordable mental healthcare to members of the public and are staffed by students working under supervision.

In the latest Excellence in Research for Australia (ERA) assessment, ACU received the top score of five in psychology. Research in the school is innovative and spans three main areas of strength:

1. cognition and applied cognitive neuroscience
2. developmental and educational psychology
3. clinical and health psychology

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

The School of Psychology is located at the Brisbane, Melbourne, and Strathfield campuses.

The following research higher degree projects 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 post-partum 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.

[acu.edu.au/psychology](https://acu.edu.au/psychology)



ACU staff, Melbourne Campus

## SCHOOL OF

# ALLIED HEALTH

The School of Allied Health gives students in occupational therapy, public health, social work, and speech pathology the skills, knowledge, and experience needed to pursue their career goals within their chosen fields.

Our students come from diverse backgrounds, and receive tailored support from their supervisors in an environment characterised by rigorous and robust intellectual inquiry. Students are valued as individuals and teaching staff are directly involved with their academic development.

Flexible learning options are available across six campuses based in Brisbane, Ballarat, Canberra, Melbourne, and Sydney (Strathfield and North Sydney). Many of our postgraduate programs are flexible, giving students access from anywhere in the world and helping them fit study into busy schedules.

The School of Allied Health has a growing research agenda, with opportunities for masters and doctoral students to join current research projects. ACU has been rated 'well above world-standard' in public health and health services in the latest Australian Research Council Excellence in Research for Australia (ERA) rankings.

Academics across the school have expertise in quantitative, qualitative and multiple or mixed methods research. The school is closely affiliated with the following Faculty of Health Sciences research centres:

- The Centre for Disability and Development Research: Enabling Diversity across the Lifespan
- Institute for Child Protection Studies

Current research themes include:

- involving hard-to-reach populations, such as children with disability, Aboriginal people, and refugees, in research projects
- parent health and well-being in the presence of childhood disability, chronic conditions, or disadvantage
- a focus on health and well-being outcomes that inform professional practice in health and human services, as well as broader public health policy.

The following research higher degree projects are currently being supervised in the School of Allied Health.

- Human rights as constructed and understood by African families from refugee backgrounds.
- Orthosis prescription for children with cerebral palsy: using the Neurological Hand Deformity Classification to guide clinical decision making.
- Daily living transactions: Understanding how children and caregivers work together to complete daily living tasks and routines when the child has cerebral palsy.
- 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.

[acu.edu.au/allied-health](http://acu.edu.au/allied-health)



ACU student, Brisbane Campus

# ACADEMIC PROFILES



## **DR STEPHANIE MALONE**

**Postdoctoral Research Fellow  
School of Psychology**

Dr Stephanie Malone 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 educational psychology.



## **ASSOCIATE PROFESSOR LEAH BRENNAN**

**Associate Professor  
School of Psychology**

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

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



## **DR TOM WHELAN**

**Senior Lecturer  
School of Psychology**

Dr Tom Whelan is the national course coordinator for counselling, overseeing both the undergraduate and postgraduate programs. He has taught for over 20 years at university and currently teaches in developmental psychology, abnormal psychology and counselling.

Dr Whelan has published widely in academic journals, textbooks and the popular press. He also has broad counselling experience, having worked in a university counselling service and a variety of clinical settings. His current field of research involves the relationship between emotions, parenting, and mental health. He has specific interests in the role of crying across the lifespan and parent well-being during early childhood.



**KELDA ROBINSON**  
Academic  
School of Psychology

Kelda Robinson is a lecturer in the School of Psychology and is involved in the Bachelor of Counselling, and Master of Clinical Counselling programs.

Before joining ACU she spent 13 years working in the counselling and social services field in both the government and private sectors, including extensive work in the field of domestic violence and sexual assault. Having completed specialised certification in sexual assault and domestic violence counselling, she worked as a member of the Sexual Assault Response Team for the Sacramento Police Department, and as a domestic violence counsellor.

Prior to this, Ms Robinson was the chairperson of a San Diego County multi-disciplinary taskforce. She had oversight of a specialised taskforce consisting of practitioners from numerous social services and mental health agencies, which assisted high-risk clients and those with complex mental health needs.

Ms Robinson has facilitated numerous sexual assault and domestic violence counselling certification trainings for the California State Office of Emergency Services. She has also developed and facilitated volunteer training programs for a number of Melbourne's domestic violence safe houses.



**ASSOCIATE PROFESSOR JOANNA ZUBRZYCKI**  
Associate Professor, Social Work  
School of Allied Health

Associate Professor Joanna Zubrzycki is one of the leading Australian academics in the field of Aboriginal and Torres Strait Islander social work education and practice.

Associate Professor Zubrzycki was the project leader for a large and groundbreaking teaching and learning grant, which produced the first Australian evidence-informed Teaching and Learning Framework in Aboriginal and Torres Strait Islander social work education.

Associate Professor Zubrzycki's research and publications have attracted international and national recognition. Her scholarly work showcases the importance of working collaboratively with Aboriginal and Torres Strait Islander colleagues and community.

Since 2011 her joint Australian publication written with two Aboriginal colleagues, *What do we know? The experiences of social workers working alongside Aboriginal people*, has remained the most read publication in the leading *Australian Social Work* journal and won the prestigious Australian social work award for research publication.

Associate Professor Zubrzycki is also active in the field of social work practice with refugees and asylum seekers.



**PROFESSOR ROBERT BLAND**  
Professor of Social Work  
School of Allied Health

Professor Robert Bland completed his Bachelor of Social Work, Master of Social Work and PhD programs at the University of Queensland. He has worked in the mental health field as a social work practitioner, researcher, and teacher over many years and has published extensively in this area.

Professor Bland worked between Queensland Health and the University of Queensland before moving to the University of Tasmania as Professor of Social Work in 1997. In 2008, he was appointed Queensland Health Chair of Mental Health at the University of Queensland and moved to ACU in 2014.

Professor Bland's research interests include the welfare of families of people with serious mental illness, recovery theory, practice standards, ethics, and spirituality.

He is a Foundation Fellow of the Australian College of Social Work and was made a life member of the Australian Association of Social Workers (AASW) in 2014. He has been a board member of organisations including Anglicare Tasmania, Aspire, NEAMI National, the Mental Health Council of Australia, and the Australian Council of Heads of Schools of Social Work.

# RESEARCH

ACU has prioritised the intensification of research.

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 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 as follows.

## EDUCATION

Research concerned with quality, equity, and diversity in education, with emphases on leadership, numeracy, literacy, Indigenous, and religious education.

## HEALTH (INCLUDING MENTAL HEALTH)

Research that progresses the quality of healthcare, especially for the vulnerable.

## THEOLOGY AND PHILOSOPHY

Research concerned with the elucidation, development, and expression of Catholic intellectual thought.

## SOCIAL JUSTICE AND THE COMMON GOOD

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

[acu.edu.au/research](http://acu.edu.au/research)

## INSTITUTE FOR POSITIVE PSYCHOLOGY AND EDUCATION

**Director:** Professor Rhonda Craven

**Aim:** To lead scientific research that empowers individuals and groups to not just succeed – but to flourish and thrive.

The Institute for Positive Psychology and Education (IPPE) was established in February 2014. Based at ACU's Strathfield Campus, and led by Professor Rhonda Craven, the institute focuses on conducting world-class multi-disciplinary research in positive psychology and education that makes a difference in addressing critical educational and psychosocial issues.

IPPE prides itself on the calibre of its internationally renowned researchers and scholars, supported by a highly skilled professional staff team.

IPPE has been highly successful with external grants awarded from the Australian Research Council and the National Health Medical Research Council, and other national and international bodies as well as significant partnerships with government, non-government organisations, small to medium business enterprises, and others.

IPPE has eight synergistic research programs spanning a variety of areas:

- Indigenous Culture, Education and Well-Being
- 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 Well-Being
- Substantive-Methodological Synergy

All eight programs aim to identify what helps people, communities, and organisations thrive, and helps people reach their full potential.

IPPE has a fundamental concern for justice, equity, diversity, and the dignity of all human beings. The institute's core values include empowerment, ethical research, harmony, cultural security, academic freedom, and respect.



## MARY MACKILLOP INSTITUTE FOR HEALTH RESEARCH

**Director:** Professor Simon Stewart

**Aim:** The Mary MacKillop Institute for Health Research (MMIHR) team is focused on finding and advocating for new solutions to high priority community health needs. Research aims to address critical public health issues by responding with innovative programs that deliver better health outcomes and transform lives.

MMIHR brings national and international health experts together with leading organisations across a broad portfolio of health services research, fostering an environment of collaborative research without discipline-based boundaries.

The institute's team of prominent researchers are driven to improve the quality of healthcare through research that tests the effectiveness of existing health services, support and education. The research enables the institute to develop and shape new social and community programs that contribute to a better health care system more sensitive to patient needs. MMIHR emphasises the importance of translating research findings into practical community health initiatives that produce real outcomes.

The institute's research emphasises the complex interactions between individuals, communities and healthcare systems to improve health outcomes. This broad-based approach includes:

- community and population-based surveillance to better understand the societal impact of disease and potential drivers of inequitable patterns of risk and disease
- focused studies to understand and describe the individual impact of risk behaviours and disease
- clinical-based exercise-nutrition studies aimed at improving health and wellbeing
- health services and interventions for chronic disease prevention and management
- primary care health services in community and nurse-led settings
- social equity for access and delivery of health services
- understanding social and behavioural issues that negatively impact health.

Each of the institute's four research centres has productive partnerships with world-leading health researchers and organisations. These collaborations are highly valued, and a strong partnership culture within MMIHR drives the development of future projects. The institute's integral partners include St Vincent's Institute (Melbourne), The Mater Hospital (Brisbane), Maastricht University (The Netherlands), The National Heart Foundation of Australia and the Hatter Institute (Republic of South Africa).



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## INSTITUTE FOR HEALTH AND AGEING

**Director:** Professor Marita McCabe

**Aim:** The Institute for Health and Ageing (IHA) undertakes research to meet the challenges of an ageing population: enhancing the social connectedness and the physical and mental health of both older people and those who care for them. The work of IHA recognises that positive ageing does not occur in isolation, and its mission is to utilise its multi-disciplinary expertise to identify and address intersecting factors across mind, body, and the external environment to achieve positive ageing for all.

IHA is committed to working openly and collaboratively with a broad range of partners spanning the community, government, not-for-profit, and private sectors to set the benchmark for research into health and active ageing.

The institute seeks to build resilience in older people across a range of physical, social, economic, and cultural settings, and to influence societal structures for an age-friendly future.

The institute provides a supportive, positive, and productive research environment and has world-class expertise in a range of research areas including: active living, biostatistics, built environment, cancer, health economics, and inequalities in health, mental health, musculoskeletal health, and nutrition.



## FACULTY

# PARTNERSHIPS

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.

Partnerships include:



# 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, respect, 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 CATHOLIC CARE 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



### 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



### 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



**COURSE**

**LISTINGS  
2018**

ALL OUR COURSES ARE COMPLIANT WITH THE



Please note: Fees cited are domestic student fees for 2018, based on 2018 unit costs. Each unit of study is normally worth 10 credit points but there are some exceptions to this rule. Each year there is a fee increase; 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*.

# COUNSELLING

## CAMPUS

Brisbane, Melbourne and Strathfield (attendance)

## FEES

\$2,373 per 10 credit points

Postgraduate counselling courses at ACU will provide you with the specialised theoretical, research, and practical skills and training to take your career in counselling and in related professions further. ACU's suite of programs offers students a variety of study options for counselling postgraduate degrees.

## CAREER OUTCOMES

A range of counselling and human services careers are available, including employment at:

- Employee Assistance Programs (EAP)
- Local community neighbourhood centres
- Community services (eg Centacare, Kinnections, Lifeline)
- Kids Helpline
- Mission Australia
- Regional domestic and family violence services
- School counselling services
- Government agencies (eg child protection, addiction recovery centres)
- Crisis counselling centres
- Private practice

## GRADUATE CERTIFICATE IN COUNSELLING

### DURATION

6 months FT (or 1 yr PT)  
40 credit points

### ACCREDITATION

The Graduate Certificate in Counselling is currently accredited by the Australian Counselling Association. Graduates of this course are automatically eligible for full registration with the Australian Counselling Association.



The Graduate Certificate in Counselling provides students with a basic understanding of counselling by developing the knowledge, skills, and professional and ethical values important to the discipline. Program graduates will gain theoretical and practical skills that enhance their current work practices, or they will be equipped to become a competent support person in a variety of professional or volunteer positions. Students will be able to identify the primary ways in which disturbances can occur in the process of human development and the avenues in which these difficulties are met by professional helpers, drawing from case studies and reflecting on their own experience.

### ENTRY REQUIREMENTS

To be eligible for admission to this course, an applicant must have completed:

- a bachelor degree; OR  
at least three years' experience in a counselling role; AND
- a satisfactory interview demonstrating suitability to undertake the course.

### GRADUATE CERTIFICATE IN COUNSELLING – SAMPLE PROGRAM MAP (FULL-TIME)

#### Year 1

Semester 1	COUN601 Counselling Theories and Techniques COUN627 Lifespan Issues in Counselling	COUN626 Counselling Practice Skills COUN631 Ethics and Professional Practice
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Counselling student, Melbourne Campus

# GRADUATE DIPLOMA IN COUNSELLING\*

## DURATION

2 yrs PT  
80 credit points

## ACCREDITATION

The Graduate Diploma in Clinical Counselling is currently accredited by the Australian Counselling Association. Graduates of this course are automatically eligible for full registration with the Australian Counselling Association.



\* Nomenclature subject to final approval

The Graduate Diploma in Counselling is based on a common body of knowledge, skills, and professional and ethical values. Units aim to develop and extend students' knowledge and skill level, providing exposure to more extensive theories and practice of counselling that build on previous academic study, or personal and professional experience. The program consists of core units (50 credit points), practicum preparation and practicum units (20 credit points) and an elective unit (10 credit points). Many students are already in professional positions and their enhanced capacities will quickly benefit their career.

## ENTRY REQUIREMENTS

To be eligible for admission to this course, an applicant must have completed:

- a bachelor degree; 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.

## PROFESSIONAL EXPERIENCE

Students will complete one practicum placement comprised of a minimum of 40 hours of person-to-person counselling. Students will also participate in group supervision with a university-appointed supervisor, gaining substantial experience in the practice of counselling.

## GRADUATE DIPLOMA IN COUNSELLING – SAMPLE PROGRAM MAP (PART-TIME)

### Year 1

Semester 1	COUN601 Counselling Theories and Techniques	COUN626 Counselling Practice Skills
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Semester 2	COUN662 Mental Health Assessment and Case Formulation	COUN661 Practicum Preparation
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### Year 2

Semester 1	COUN627 Lifespan Issues in Counselling	COUN631 Ethics and Professional Practice
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Semester 2	Elective	COUN623 Practicum 1
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ACU psychology students, Melbourne Campus

# MASTER OF COUNSELLING\*

## DURATION

2 yrs FT (or equivalent PT)  
160 credit points

## ACCREDITATION

The Master of Clinical Counselling is currently accredited by the Australian Counselling Association. Graduates of this course are automatically eligible for full registration with the Australian Counselling Association.



\* Nomenclature subject to final approval

The Master of Counselling provides candidates with specialised training specifically designed to develop the knowledge and skills required to practice as a professional counsellor in Australia.

The program consists of core units (110 credit points), practicum preparation and practicum units (30 credit points), and elective units (20 credit points). Students will develop theoretical and practical understanding of counselling interventions in a variety of specialised areas, along with extensive knowledge of human behaviour including mental health issues and assessment.

Graduates will have developed a comprehensive framework for their counselling practice, involving knowledge of theories and interventions in counselling, critical thinking, ethical decision-making, behavioural assessment, and evaluation.

## ENTRY REQUIREMENTS

To be eligible for admission to this course, an applicant must have completed:

- a bachelor degree; OR  
a Graduate Diploma in Counselling or equivalent; AND
- a satisfactory interview demonstrating suitability to undertake the course.

## PROFESSIONAL EXPERIENCE

The two practicum placements involve substantial experience in the practice of counselling, including a minimum of 100 hours of person-to-person counselling.

## MASTER OF COUNSELLING – SAMPLE PROGRAM MAP (FULL-TIME)

Year 1		
Semester 1	COUN601 Counselling Theories and Techniques COUN627 Lifespan Issues in Counselling	COUN626 Counselling Practice Skills COUN631 Ethics and Professional Practice
Semester 2	COUN662 Mental Health Assessment and Case Formulation COUN630 Group Processes in Counselling	COUN636 Contemporary Approaches in Counselling COUN661 Practicum Preparation
Year 2		
Semester 1	COUN620 Grief and Loss: Issues and Approaches COUN637 Research in Counselling and Psychotherapy	COUN617 Trauma Counselling (Elective) COUN623 Practicum 1
Semester 2	COUN616 Relationship and Family Counselling COUN663 Cross-Cultural Counselling	COUN666 Counselling in the Context of Addiction (Elective) COUN635 Practicum 2

### COUN601 COUNSELLING THEORIES AND TECHNIQUES

This unit will address the basic principles and key concepts that underpin effective counselling practice. A number of counselling paradigms will be addressed based on the psychodynamic, humanistic, and cognitive behavioural therapeutic approaches. Students will become familiar with the process of how individuals change; with models of psychotherapeutic intervention; with multicultural issues relevant to counselling; and with an integrative approach to counselling. A core aspect of this unit will be to provide students with the opportunity to practice and enhance their counselling skills, and skills for developing a case formulation, as well as responding to various types of problems, including mental health issues.

### COUN616 RELATIONSHIP AND FAMILY COUNSELLING

Building on skills and theory developed in previous studies, this unit aims to inform students about current theory and practice in the area of relationship counselling and family therapy. It recognises the place of marriage as a social institution and its importance to family. The unit aims to review a range of contemporary issues relevant to couples and relationships, and provide training in particular interventions. It will cover issues such as theoretical models of committed relationships, complexities of family, social and cultural differences, and their impact on relationships. Key relationship issues, such as couples' defences, relationship breakdown, mediation and conflict resolution, communication in couples and families, and development of proactive interventions to support relationships, will be examined.

### COUN617 TRAUMA COUNSELLING (ELECTIVE)

This unit focuses on both the theory and practice of trauma therapy. It is designed to provide an introduction to the recognition and management of trauma reactions in people experiencing acute, chronic, and delayed reactions. Students will explore a number of theoretical and historical perspectives that have shaped the understanding of trauma reactions and the development of interventions to alleviate distress. A number of methods and resources will be explored that will assist students to identify and assess individual trauma reactions, investigate comorbidity, intervene to alleviate current distress, and make plans for future management. A systems approach will be used throughout the unit as an integrating perspective.

### COUN620 GRIEF AND LOSS: ISSUES AND APPROACHES

This unit aims to enhance students' skills and knowledge of grief and loss, bereavement theory and related counselling interventions. It will engender appreciation of the unique experience and expression of grief and mourning with regard to the personal, family, social, and cultural context. A range of historical and current perspectives in literature specific to grief and loss theory will be considered and their implications for practice explored. The needs of individuals at different stages of the lifespan, as well as special groups, eg minority groups and Indigenous peoples, and the context of their bereavement experiences will be examined. The unit will also address the importance of self-awareness and ethical practice in relation to the counselling process.

### COUN623 PRACTICUM 1

Students will complete a minimum of 40 hours of client contact in an approved community setting. Once a week, students will meet in a group for two hours with the lecturer (university supervisor). Groups will provide a reference point and be a source of professional and personal learning. Supervision will total a minimum of 10 hours and include supervision by the field supervisor and university supervisor via group and individual meetings. This unit requires students to synthesise their learning within a focus on reflective practice while undertaking a supervised practicum placement. Personal as well as professional learning will be integrated through group discussion and individual case presentations at seminars.

### COUN626 COUNSELLING PRACTICE SKILLS

This unit aims to develop essential interpersonal skills necessary for a therapeutic encounter. Particular focus will be given to developing the understanding and skills required to foster the therapeutic alliance. A foundational platform of the unit is the application of communication skills within the context of a genuine human encounter. The unit will consider the identification and exploration of client goals and related agendas, such as 'who is the client', working the resistance, and working with clients at various points on the emotion-focus to cognitive-focus spectrum. The stages of the counselling process will be examined in the light of client readiness for change.

### COUN627 LIFESPAN ISSUES IN COUNSELLING

This unit is designed to introduce students to a range of issues and approaches to counselling across the lifespan. Physical, cognitive, social, and emotional development in children, adolescents, adults, and the aged will be described. Students will identify psychological and mental health issues that arise in the course of lifespan development. This unit is concerned with developing a strengths-based practice and will focus on the guiding principles of counselling in the context of individual, family, and group therapy. An overview of play therapy and the use of media and activities in counselling will also be included. There will be an emphasis on counselling for specific problems that occur at various stages of development including: school related issues; childhood trauma; anxiety and depression; separation, divorce and blended families; chronic illness; risk taking behaviour, self-harm, and suicide.

### COUN630 GROUP PROCESSES IN COUNSELLING

Counselling is often conducted in a group setting. Understanding the nature of group dynamics and approaches to counselling within different group contexts greatly enhances the counsellor's capacity to work with a wider client population. Groups, whether a natural part of life or deliberately established, involve group dynamics and processes. Those in the helping professions require an in-depth knowledge of group processes and skills to effectively utilise the opportunities that groups provide for personal growth of individuals, as well for increasing the effectiveness of group functioning. This unit focuses on theory and practice to improve the counsellors ability to facilitate group functioning.

### COUN631 ETHICS AND PROFESSIONAL PRACTICE

This unit explores the nature of ethics and professional practice in counselling. Students will examine the key tenets of moral philosophy and applied ethics, especially moral responsibility, and theories of ethics. The codes of ethics and guidelines of bodies such as the Psychotherapy and Counselling Federation of Australia, the American Counselling Association, and the Australian Psychological Society will be utilised to highlight ethical obligations. Key ethical concerns including boundary violations and crossings, confidentiality, multiple relationships, supervision, record keeping, mandatory reporting, and working with minors will be explored. Statutory and legal obligations on the counsellor within Australia will also be covered.

### COUN635 PRACTICUM 2

Students will complete a minimum of 60 hours of client contact in an approved community setting. This unit allows students to add further to their practical experience and develop greater critical reflection on counselling theory and their own practice. Personal as well as professional learning will be integrated through group discussion and individual case presentations at seminars. Students will be expected to reflect on mental health assessments conducted on their practicum and develop case treatments plans.

### COUN636 CONTEMPORARY APPROACHES IN COUNSELLING

This unit explores contemporary schools of thought and current trends in counselling and psychotherapy. Such approaches include feminist theoretical influences, solution-focused and brief counselling, narrative and expressive therapies, psychotherapy integration, psychotherapy and neurosciences, and their application in practice. The importance of evidence-based and empirically supported practice and ongoing systematic research to support continued and/or modified use in counselling is emphasised. Ten hours of skills-based training relevant to these therapies will be the focus of the tutorial program.



ACU psychology students and staff, Strathfield Campus

### **COUN637 RESEARCH IN COUNSELLING AND PSYCHOTHERAPY**

This unit explores research in counselling and psychotherapy firstly, at a philosophical level by considering the different assumptions inherent within and between quantitative and qualitative approaches, and secondly, by examining a range of research processes and procedures. It will provide students with the opportunity to understand and apply research findings to practice. They will explore the systematic nature of research; the importance of empirical data and how data can be collected in different ways; and develop an understanding of how different meta-theoretical assumptions underpin different research paradigms. Students will be introduced to the notion of research as praxis and be encouraged to engage in research as practitioners. With this knowledge, students will be able to access empirical findings to develop an evidence-based practice framework that will ensure graduates remain current within their field of practice.

### **COUN661 PRACTICUM PREPARATION**

This unit provides an intensive facilitated experience that builds theoretical units to consolidate the integration of counselling skills into practice. It provides a solid competency base for a variety of experiences encountered as students advance into the external practicum unit. The focus will include skills related to initial client contact, conducting an intake interview, developing a working alliance, extending reflective listening skills, the use of self-disclosure, addressing requirements related to informed consent, privacy, and confidentiality, risk assessment, issues around termination, and the use of case notes and documentation. Learning will emphasise self-reflection, awareness of ethical considerations, and professionalism.

### **COUN662 MENTAL HEALTH ASSESSMENT AND CASE FORMULATION**

This unit will examine the nature, impact, and assessment of mental health problems and mental disorders. This will include a review of current systems of classification as well as information on the prevalence and clinical course of mental health problems. Of particular note will be the impact of mental health problems on individuals, their children, family members and/or carers, and communities. The contribution and relevance of bio-psychosocial factors and the etiology of mental health problems will be explored. An investigation of the risk factors and protective factors associated with mental health problems for particular populations will be covered. Current treatment and planning options relevant to counselling will be discussed. Finally, the importance of working collaboratively with other agencies and making appropriate referrals will be addressed.

### **COUN663 CROSS-CULTURAL COUNSELLING**

Cross-cultural counselling constitutes an important and growing area of counselling practice and research. Without awareness and knowledge of the role of culture in the experience of, and appropriate response to, distress, counsellors risk unintentionally unhelpful responses. This unit aims to develop students' capacity for engaging in critical analysis of cross-cultural issues in counselling and mental health more broadly. This unit also aims to enhance students' self-awareness, knowledge, and skills relevant to counselling people from different cultural backgrounds, as well as therapists' professional and ethical responsibilities. A focus on diverse cultural groups, including Indigenous Australians and Chinese, will help students gain an understanding of the impacts of ethnocentrism, and issues of a cross-cultural counselling assessment and practice.

### **COUN666 COUNSELLING IN THE CONTEXT OF ADDICTION (ELECTIVE)**

The purpose of this unit is for students to develop skills to meet the needs of clients dealing with addiction. A range of addictions will be discussed (eg smoking, gambling, internet use, and other problem behaviours) with a focus on clients who are affected by alcohol and other drug use. Firstly, students will gain an understanding of the process of change within the course of addiction. Secondly, students will be provided with an opportunity to understand the role of evidence-based practice when addressing the needs of clients with addiction issues. A range of approaches applicable when counselling clients with addiction-related concerns will be introduced. The needs of families and carers affected by someone else's addiction will be addressed from a counselling perspective. The ethics of counselling within the addiction context will also be considered. Finally, the importance of working collaboratively with other agencies and making appropriate referrals will be addressed.



ACU students, Melbourne Campus

# MENTAL HEALTH

## CAMPUS

Brisbane, Melbourne,  
North Sydney (multi-mode)

## FEES

\$2,263 per 10 credit points

ACU's suite of mental health programs has been developed specifically for clinicians entering into the specialist area of mental health and aims to develop graduate's knowledge and skills at a specialist and advanced level. This course offers:

- a shift in focus from acute inpatient treatment to that of recovery-oriented practice
- professional development opportunities to keep pace with such change
- articulation between the graduate certificate, the graduate diploma, and the master programs
- opportunities to build the required knowledge, skills, and competencies for the workforce
- preparation to respond to the needs of consumers and carers
- opportunities for new graduates working in mental health but who have no formal postgraduate mental health qualification.

## ENTRY AND OTHER REQUIREMENTS

To be eligible for admission to the course, an applicant must:

- have completed a bachelor degree in a health discipline
- provide a statement of employment (in a mental health service)\*.

## CAREER OUTCOMES

- Clinicians
- Case manager/worker
- Team leader
- Service manager
- Liaison nurse
- Triage manager
- Psychiatric consultation and liaison nurse

## GRADUATE CERTIFICATE IN MENTAL HEALTH

### DURATION

1 yr PT  
40 credit points

## GRADUATE DIPLOMA IN MENTAL HEALTH

### DURATION

1 yr FT (or equivalent PT)  
80 credit points

## MASTER OF MENTAL HEALTH

### DURATION

1.5 yrs FT (or equivalent PT)  
120 credit points

### MENTAL HEALTH – SAMPLE PROGRAM MAP

<b>Graduate Certificate in Mental Health – Year 1 (part-time only)</b>		
Semester 1	HLSC650 Recovery Orientated Mental Health	HLSC651 Holistic Individual Centred Mental Health Practice*
Semester 2	HLSC654 Balancing Risk in Recovery	HLSC655 Reflective Practice and Clinical Supervision in Mental Health
<b>Graduate Diploma in Mental Health – Year 1 additions</b>		
Semester 1	HLSC652 Health Promotion and Social Inclusion	HLSC640 Interpreting Health Research
Semester 2	<b>Research Stream</b> HLSC605 Leadership in Health Care	HLSC646 Qualitative Research Methods OR HLSC647 Quantitative Research Methods
	<b>Project Stream</b> HLSC605 Leadership in Health Care	Elective
<b>Master of Mental Health – Year 2</b>		
Semester 1	<b>Research Stream</b> HLSC623 Research Dissertation Part A	HLSC624 Research Dissertation Part B
	<b>Project Stream</b> HLSC617 Independent Project 2	2 Electives

\* It is expected that students will be engaged in employment in a mental health service while undertaking the unit HLSC651 Holistic Individual Centred Mental Health Practice.

## **HLSC605 LEADERSHIP IN HEALTH CARE**

The focus of this unit is healthcare leadership at the level of the individual healthcare professional through to leadership, change and transformation at an organisational, community, and sectoral level. The aim is to achieve shared goals in order to meet the perceptions, preferences, and needs of patients/clients/families as the central focus of healthcare. Leadership in healthcare is about change for practice improvement through transformation of self, transforming/engaging others, achieving outcomes, driving innovation, and shaping systems. To achieve these outcomes, leaders require certain personal leadership characteristics as well as the ability to facilitate others to achieve their potential through role modelling, supporting, mentoring, and empowering.

## **HLSC617 INDEPENDENT PROJECT 2**

This unit provides students with the opportunity to investigate a self-identified area of study drawn from a clinical/professional issue previously studied in their masters course. The area of study must be measurable, appropriate for the level of the course, and extend the topic/issue as it relates to the student's workplace. This project will be conducted under the supervision of an ACU staff mentor appointed by the relevant head of school.

## **HLSC623 AND HLSC624 RESEARCH DISSERTATION PARTS A AND B**

These two units involve the completion of a research project leading to the preparation of an academic dissertation normally of up to 15,000 and no more than 18,000 words in length. The process will start with the identification of a research problem and its formulation into a defensible research proposal based on a review of the most relevant available literature. Under the guidance of an approved supervisor, the student will then conduct an individual research project to provide insight into the research question. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

## **HLSC640 INTERPRETING HEALTH RESEARCH**

This unit addresses issues of evidence-based knowledge development and the methods and processes of nursing, midwifery and health inquiry processes within a person-centred care environment. It will look at ways to identify a clinical issue/problem related to quality and safety in the care environment and formulate a relevant question/topic. In addition, students will develop skills to search, read, and interpret relevant literature along with approaches to analysis and synthesis of literature as a preparatory step in writing a literature review for a proposed health inquiry study.

## **HLSC646 QUALITATIVE RESEARCH METHODS**

This unit aims to develop students' ability to use qualitative research methods in the context of health-related research. Research questions, design, and methods for qualitative data collection and analysis will be examined. A variety of structured and unstructured approaches will be explored and issues of rigour and credibility will be addressed. Research proposal and report writing will be included.

## **HLSC647 QUANTITATIVE RESEARCH METHODS**

This unit aims to develop students' ability to apply quantitative research methods in the context of ethical, person-centered health-related research. Research design and methods for quantitative data collection, analysis, interpretation, and reporting will be explored in quantitative research designs, such as observational (longitudinal cohort, case-control, and cross-sectional studies) and experimental (randomised control trials, cross-over trials, and quasi-experiments designs). Processes for determining causal relationships and separating these relationships from associations based on chance, bias, and confounding will be explored. The unit will introduce students to measurement of morbidity, quality of life, and mortality; importance of validity and reliability; and methods for descriptive and inferential statistics.

## **HLSC650 RECOVERY ORIENTATED MENTAL HEALTH PRACTICE**

This unit examines the guiding principles of a recovery-orientated approach to mental illness and distress. A recovery-orientated approach emphasises hope for the future, while it values and respects the uniqueness, expertise, and experience of the individual, their family/group, and their community. Students will critically examine principles of recovery-orientated mental health/nursing, including recognition of the uniqueness of the individual, real choices, attitudes and rights, dignity and respect, partnership and communication. Students will investigate and critically analyse a mental health culture in the light of social inclusion and how it fosters self-determination and resilience towards recovery.

## **HLSC651 HOLISTIC INDIVIDUAL CENTRED MENTAL HEALTH PRACTICE**

The aim of this unit is to prepare students to provide holistic recovery-orientated care in a mental health practice setting. The focus of the unit is on assessment of individual care needs, care planning, and care implementation. Collaboration between the entire care team, inclusive of the individual, their family/group, and their community, is an important concept in holistic recovery-orientated care, thus supporting the individual to recover and to achieve a fulfilling life as determined by the person, within their already existent relationships and social networks.

## **HLSC652 HEALTH PROMOTION AND SOCIAL INCLUSION**

This unit explores the relationship between mental health and physical health, and the social inequalities of health experienced by individuals. Students will specifically explore the physical health of those with an underlying mental health condition who experience the phenomenon of diagnostic overshadowing. This will include the challenges associated with coexisting health conditions, including alcohol and other drug use. The use of psychopharmacological agents and their impact on the individual and their physical health will be examined. Students will explore issues related to access and utilisation of health resources for individuals with a mental illness and a coexisting physical condition.

## **HLSC654 BALANCING RISK IN RECOVERY**

This unit builds on and extends the knowledge and understanding acquired in other units. Using a recovery-orientated approach, students will investigate and analyse information about safe, effective care for individuals with mental distress or who are experiencing crisis. Mental health legislation, local and national guidelines, and procedures for minimising risk and harm will be explored, particularly in relation to systems and processes that protect the individual from neglect, danger, harm, and abuse. Students will explore concepts relating to mutuality, negotiation, dignity, and choice in decision-making.

## **HLSC655 REFLECTIVE PRACTICE AND CLINICAL SUPERVISION IN MENTAL HEALTH**

This unit explores the principles underpinning personal and professional development and reflective practice. Students will explore the importance of self-awareness when monitoring their own practice, and the extent to which they work within personal, professional, and organisational values and principles. Students will explore contemporary opinion and research on emotional intelligence/literacy and how this relates to their practice in mental health. A focus on continuing professional development and clinical supervision activities to enhance knowledge, skills, values, and attitudes needed for safe and effective mental health practice will be incorporated.

### HLSC656 ADVANCED RECOVERY THEORY AND PRACTICE (ELECTIVE)

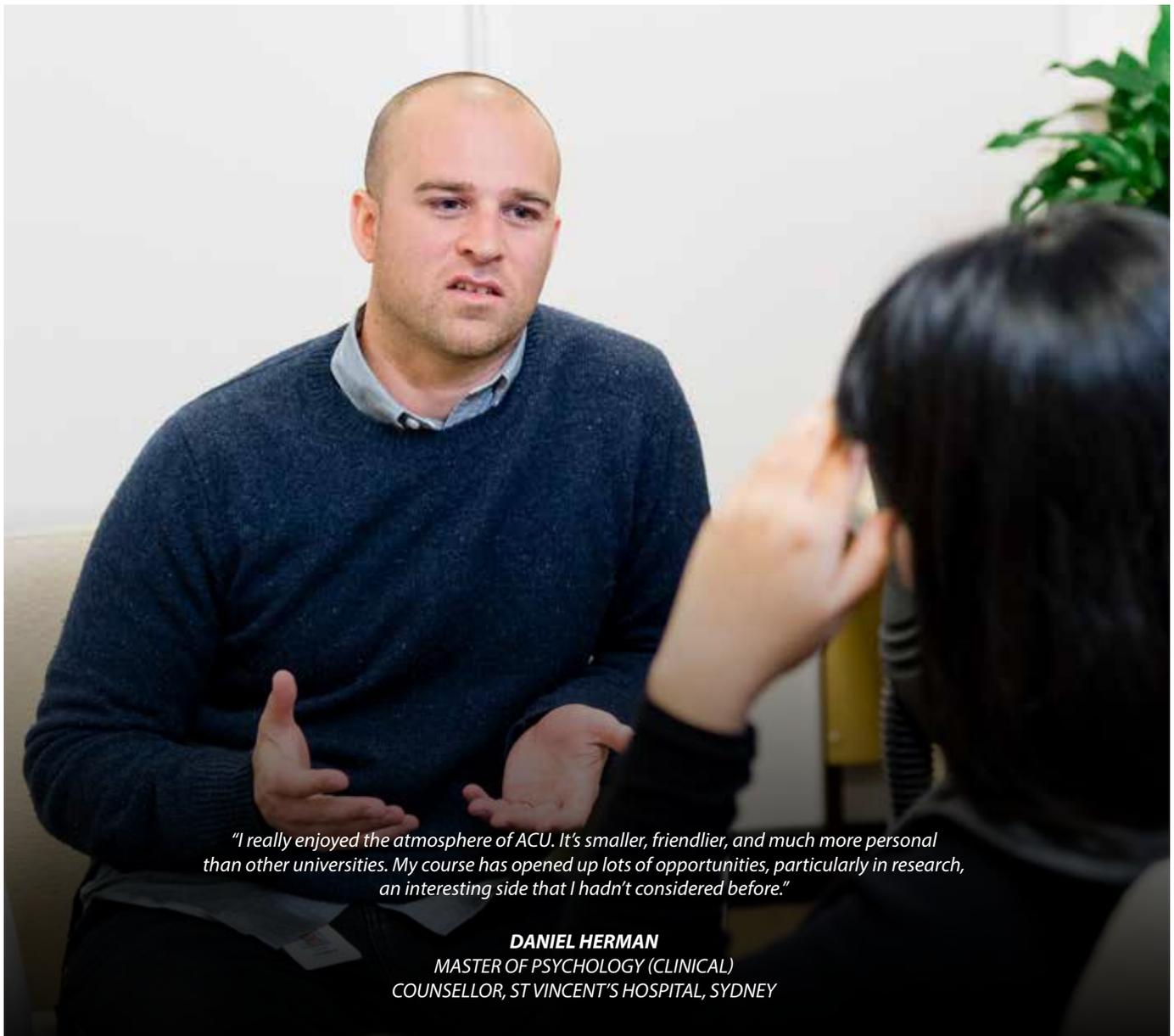
This unit builds on and extends the knowledge and understanding acquired in other units. Recovery theory, originally developed in relation to psychotic illness, will be examined as it applies to a range of contemporary mental health problems, such as involuntary treatment, criminal justice, and life-span development, and as a framework for family work. The unit will explore research from diverse perspectives to consider the theoretical, policy, and practice dimensions of recovery principles in these contested settings. It will focus on the development of skills in specific recovery-based interventions, such as trauma-informed practice, and recovery-based coaching.

### HLSC657 COGNITIVE BEHAVIOUR THERAPY

Mental health practitioners need a range of knowledge and skills to successfully facilitate cognitive behaviour therapies (CBT) in partnership with diverse mental health consumers. The aim of this unit is to build upon knowledge and skills gained from other units and to grow your theoretically informed knowledge of culturally responsive and ethical CBT practices. You will utilise simulated and real consumer case studies to apply your skills and knowledge in an integrated fashion, in order to formulate and implement an effective CBT intervention plan. You will reflect upon and evaluate your own intervention while demonstrating an awareness of its impact on diverse mental health consumers.

### HLSC658 FAMILY INCLUSIVE RECOVERY-BASED PRACTICE IN MENTAL HEALTH

This unit invites students to consider the conceptual and practice implications of supporting and upholding the social context within which recovery occurs. It explores the relational elements of recovery and the roles that close social relationships often play in the recovery journey. It compares individualist approaches with collectivist approaches to recovery and well-being and examines the impact of mental illness on close social network members. Contemporary perspectives on the role of families and close social network in mental health practice and family inclusive processes will be considered and explored. The Family Inclusive Recovery-Based Practice Model (FIRM) will be examined in depth and the unit will place significant emphasis on the development of core practice skills relevant to FIRM, including individual and family well-being assessment processes.



*"I really enjoyed the atmosphere of ACU. It's smaller, friendlier, and much more personal than other universities. My course has opened up lots of opportunities, particularly in research, an interesting side that I hadn't considered before."*

**DANIEL HERMAN**  
MASTER OF PSYCHOLOGY (CLINICAL)  
COUNSELLOR, ST VINCENT'S HOSPITAL, SYDNEY

# PSYCHOLOGY

## 4TH YEAR COURSES

### ACCREDITATION

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

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

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

## BACHELOR OF PSYCHOLOGICAL SCIENCE (HONOURS)

### CAMPUS

Brisbane, Melbourne, Strathfield (attendance)

### ENTRY REQUIREMENTS

To be eligible for admission to the honours degree course, a student must have completed a bachelor degree within the past five years, including:

- an accredited three year sequence in psychology
- a GPA of at least 5.75 on the ACU seven point scale; AND
- distinction level or above in at least four of the second or third-year psychology units.

### DURATION

1 yr FT (or equivalent PT)  
80 credit points

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

### FEES

Commonwealth Supported  
Place (refer to p 6)

## GRADUATE DIPLOMA IN PSYCHOLOGY

### CAMPUS

Brisbane, Melbourne, Strathfield (attendance)

### ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed a bachelor degree within the past five years, including:

- an accredited three year sequence in psychology
- with a GPA of at least 5.0 on the ACU seven point scale; AND
- credit level or above in four second or third-year psychology units.

### DURATION

1 yr FT (or equivalent PT)  
80 credit points

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

### FEES

\$2,430 per 10 credit points

### BACHELOR OF PSYCHOLOGICAL SCIENCE (HONOURS) AND GRADUATE DIPLOMA IN PSYCHOLOGY – SAMPLE PROGRAM MAP (FULL-TIME)

#### Year 1

Semester 1	PSYC413 Professional Issues and Ethics PSYC424 Research Methods	(Grad Dip) PSYC409 (20cp) Research Project A PSYC410 (Honours) Honours Thesis A
Semester 2	PSYC423 Assessment and Intervention Elective	(Grad Dip) PSYC420 (20cp) Research Project B PSYC421 (Honours) Honours Thesis B

### PSYC409/410 RESEARCH PROJECT A/HONOURS THESIS A

This unit is the first of two units that are designed to give students direct experience in the research processes of acquiring and empirically testing knowledge about human behaviour. The research project will be a substantial component of the fourth year of study. It will engage students in all steps of the research process – from formulation of appropriate research questions and research design, including formulation of research hypotheses, to data collection, analyses, and detailed reporting of research findings. This unit will focus on the steps of the research process prior to data collection.

### PSYC413 PROFESSIONAL ISSUES AND ETHICS

This unit introduces students to important issues in the professional practice of psychology. This includes exploring the ethics of professional psychological practice and research, drawing on the code of ethics and the ethical guidelines of the Australian Psychological Society (APS), state and federal legislative frameworks and relevant Acts, and relevant practice standards. In addition, the unit will provide a guide to organisations such as the Australian Psychological Society, the Australian Health Practitioners Registration Agency (AHPRA), and the Australian Psychology Accreditation Council. Issues related to the work of a professional psychologist, client and colleague perspectives, and practical considerations, such as informed consent and conflict of interest, report writing, and supervision, will also be included.

### PSYC420/421 RESEARCH PROJECT B/HONOURS THESIS B

This unit is the second of two units that support the completion of the research project — a significant component of the fourth-year program. This unit is designed to provide students with experience in the conduct and reporting of psychological research, empirically testing knowledge about human behaviour. In this second unit, students complete data collection, analyse the data stemming from the research, and write a report in the form of a research article.

### PSYC423 ASSESSMENT AND INTERVENTION

This unit is designed to extend the knowledge and skills developed in a three-year undergraduate psychology program and provide the basis of professional knowledge and skills for subsequent professional training. The unit familiarises students with the theoretical and empirical bases underpinning 1) the construction, implementation, and interpretation of some of the more widely used cognitive, neuropsychology and personality assessment tools; and 2) a range of evidence-based approaches to psychological interventions.

### PSYC424 RESEARCH METHODS

This unit is designed to extend the knowledge and research method skills developed throughout the three-year undergraduate degree. The unit provides students with research and analytical skills to support their own research projects, as well as a professional psychology career. This unit addresses the principles of research design in psychological research, with a focus on experimental, observational and survey methods. The emphasis will be on empirical research approaches and the data analytic procedures associated with those approaches.



(Top) ACU psychology students and staff, Strathfield Campus, (bottom) ACU psychology students and staff, Melbourne Campus

# MASTER OF PROFESSIONAL PSYCHOLOGY

## CAMPUS

Brisbane, Melbourne (attendance)

## DURATION

1 yr FT (or equivalent PT)  
80 credit points

## FEES

\$2,430 per 10 credit points

## ACCREDITATION

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

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

## ENTRY REQUIREMENTS

To be eligible for admission to the course, an applicant must have completed the following prerequisites:

- bachelor degree with honours in an accredited psychology course with a minimum of Second Class Division B (Hons 2B); OR
- bachelor degree with accredited fourth-year equivalent major study in psychology (with performance deemed of the same level as Second Class Division B (Hons 2B)); AND
- demonstrated suitability to undertake the course as evidenced by satisfactory:
  - academic referee report
  - professional referee report; AND
  - for short-listed candidates, interview with the selection committee; AND
- be eligible for provisional registration as a psychologist with the Psychology Board of Australia.

## PROFESSIONAL EXPERIENCE

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

## MASTER OF PROFESSIONAL PSYCHOLOGY – SAMPLE PROGRAM MAP

Term 2	PSYC650 Issues and Skills in Professional Practice	
Term 3	PSYC651 Individual Assessment	PSYC655 Practicum 1
Term 4	PSYC652 Clinical Assessment and Interventions	
Term 5	PSYC654 Practice Across the Lifespan	
Term 6	PSYC659 Evidence-Based Practice for Psychologists	PSYC656 Practicum 2
Term 7	Elective	

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

## PSYC650 ISSUES AND SKILLS IN PROFESSIONAL PRACTICE

This unit focuses on professional ethics and interpersonal competencies required of students in relation to supervised practice in both mental health-specific and more general settings. Students will examine the assumptions, values and social/interpersonal skills that they bring into their professional practice. Building on these, students will develop their professional knowledge and interpersonal/professional competencies, including interviewing, observing and recording behavioural observations, developing a therapeutic alliance, managing boundaries, record keeping and application of the DSM. There is a focus on skill acquisition within the context of cultural competence.

## PSYC651 INDIVIDUAL ASSESSMENT

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

## PSYC652 CLINICAL ASSESSMENT AND INTERVENTIONS

This unit focuses on discipline knowledge and basic therapeutic competencies required of provisional psychologists. Students will learn how to develop an appropriate case formulation and treatment plan for different client populations, as well as techniques for monitoring and managing client progress.

## PSYC654 PRACTICE ACROSS THE LIFESPAN

Students will be introduced to the practice of psychology across the lifespan from a bio-psychosocial perspective. Each phase of development, from infancy through to old age, must cope with different challenges through which professional psychology seeks to provide support. This requires an advanced knowledge of the physical and emotional development associated with each phase, along with psychological and social pressures encountered by people in different stages of their life. This unit takes a developmental approach that focuses on the distinct issues psychologists face when working with clients of differing ages, genders, and cultural backgrounds. The particular influences of physical and emotional development, social roles, cultural influences, and life crises on modes of practice will be explored.

### PSYC655 PRACTICUM 1

The first practicum is designed to provide students with a structured situation in a university-based clinic in which appropriate psychological skills can be developed. The focus of this practicum is on conducting structured clinical assessments. Students will be encouraged to approach applied problems and skill-based learning from a hypothesis-based assessment perspective, consistent with a scientist-practitioner model. The emphasis is on skill development in a supervised, structured environment. Expert feedback on performance is seen as an essential feature of the learning process and strong emphasis is placed on skill development under adequate supervision.

### PSYC656 PRACTICUM 2

This practicum unit provides students with a structured situation in which to develop knowledge and skills within the psychology field. While the objectives are similar to Practicum 1, the level of independent practice further challenges students to broaden their responsibilities beyond those of the first placement. Students will be expected to consider therapeutic issues and apply techniques to a more advanced level than their first placement. This will be reflected in their interaction with clients, standard of case formulations, and sensitivity to therapeutic process and case management issues.

### PSYC659 EVIDENCE-BASED PRACTICE FOR PSYCHOLOGISTS

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



ACU psychology students and staff, Melbourne Campus

# MASTER OF PSYCHOLOGY (CLINICAL)

## CAMPUS

Brisbane, Melbourne, Strathfield (attendance)

## DURATION

2 yrs FT (or equivalent PT) 160 credit points

## FEES

\$2,828 per 10 credit points

Commonwealth Supported Places also available (refer to p 6)

## ACCREDITATION

This program is accredited by the Australian Psychology Accreditation Council (APAC).

# MASTER OF PSYCHOLOGY (EDUCATIONAL AND DEVELOPMENTAL)

## CAMPUS

Melbourne (attendance)

## DURATION

2 yrs FT (or equivalent PT) 160 credit points

## FEES

\$2,762 per 10 credit points

Commonwealth Supported Places also available (refer to p 6)

## ACCREDITATION

This program is accredited by the Australian Psychology Accreditation Council (APAC).

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

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

## ENTRY REQUIREMENTS

To be eligible for admission to the Master of Psychology (Clinical) or the Master of Psychology (Educational and Developmental), an applicant must have completed the following prerequisites:

- a bachelor degree with honours in an accredited psychology course with a minimum of Second Class Division A (Hons 2A); OR a bachelor degree with accredited four year major study in psychology (Hons2A or equivalent); OR a bachelor degree with accredited three year major study in psychology and satisfactory completion of an additional year of accredited study in psychology, or equivalent, with an overall mark equivalent to Second Class Division A (Hons 2A); OR qualifications and experience assessed as equivalent by the selection committee; AND
- demonstrated suitability to undertake the course as evidenced by satisfactory:
  - academic referee report
  - professional referee report; AND
  - for short-listed candidates, interview with the selection committee; AND
- be eligible for registration with the Psychology Board of Australia as a provisional psychologist.

## CAREER OUTCOMES

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

## MASTER OF PSYCHOLOGY (CLINICAL) AND MASTER OF PSYCHOLOGY (EDUCATIONAL AND DEVELOPMENTAL) – SAMPLE PROGRAM MAP (FULL-TIME)

Year 1		
Semester 1	PSYC632 Foundations of Practice PSYC638 Therapeutic Skills	PSYC630 Psychological Assessment PSYC639 Research Skills for Psychological Practice
Semester 2	PSYC613 Practicum A PSYC616 Thesis – Part 1 PSYC640 Diagnosis, Assessment, Formulation and Intervention with Children	PSYC641 (CLINICAL STREAM) Diagnosis, Assessment, Formulation and Intervention with Adults PSYC645 (EDDV STREAM) Learning Difficulties: Assessment and Intervention
Year 2		
Semester 1	PSYC614 Practicum B PSYC637 (CLINICAL STREAM) Health Psychology PSYC646 (EDDV STREAM) Typical and Atypical Development	PSYC617 Thesis Part 2 PSYC642 (CLINICAL STREAM) Emerging Therapies and Psychopharmacology PSYC643 (EDDV STREAM) Applied Developmental Psychology
Semester 2	PSYC615 Practicum C	PSYC618 Thesis – Part 3

CLINICAL STREAM – Master of Psychology (Clinical)

EDDV STREAM – Master of Psychology (Educational and Developmental)

Note: See page 31 for unit descriptions.

## MASTER OF PSYCHOLOGY (CLINICAL)/DOCTOR OF PHILOSOPHY

### CAMPUS

Brisbane, Melbourne, Strathfield (attendance)

### DURATION

4 yrs FT (or equivalent PT) 360 or 370 credit points, depending on the pathway

### FEES

\$2,762 per 10 credit points

### ACCREDITATION

This program is accredited by the Australian Psychology Accreditation Council (APAC).

## MASTER OF PSYCHOLOGY (EDUCATIONAL AND DEVELOPMENTAL) / DOCTOR OF PHILOSOPHY

### CAMPUS

Melbourne (attendance)

### DURATION

4 yrs FT (or equivalent PT) 360 or 370 credit points, depending on the pathway

### FEES

\$2,762 per 10 credit points

### ACCREDITATION

This program is accredited by the Australian Psychology Accreditation Council (APAC).

ACU's Master of Psychology/Doctor of Philosophy degrees combine professional training within clinical psychology or educational and developmental psychology with a research Doctor of Philosophy (PhD). Students will gain experience in the delivery of psychological services through practicums, study subjects such as Psychological Assessment, Foundations of Practice, and Therapeutic Skills, and complete a doctoral thesis concurrently. In the clinical psychology stream, students will specialise in assessment and interventions with adults, children, youth and families, and in health psychology. In the educational and developmental stream, students will specialise in learning processes and problems, typical and atypical development, and advanced educational and developmental assessment.

### ENTRY REQUIREMENTS

There are different pathways into these degrees. Students can apply from the start for entry into both the master and PhD degrees; or – subject to past academic performance – commence the Master of Psychology degree and then apply for and undertake the PhD as well. Please contact the school for advice on the most appropriate pathway.

While the master and PhD degrees are undertaken concurrently, they are administered separately. Interested students should first contact the School of Psychology to explore potential research areas, identify a potential PhD supervisor and write a brief research proposal. Following this, they may apply to Graduate Research for admission to the PhD and then apply for entry into the master/PhD program.

Applicants need to meet the following entry requirements:

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

For more information on the application and admission process for the PhD, please contact Graduate Research at [acu.edu.au/research](http://acu.edu.au/research)



ACU psychology students, Melbourne Campus

**MASTER OF PSYCHOLOGY (CLINICAL)/DOCTOR OF PHILOSOPHY AND MASTER OF PSYCHOLOGY (EDUCATIONAL AND DEVELOPMENTAL)/DOCTOR OF PHILOSOPHY – SAMPLE PROGRAM MAP (completion of one year of the master degree option)**

Year 1		
Semester 1	PSYC630 Psychological Assessment PSYC632 Foundations of Practice	PSYC638 Therapeutic Skills PSYC639 Research Skills for Psychological Practice
Semester 2	PSYC613 (10cp) Practicum A PSYC616 Thesis – Part 1	PSYC640 Diagnosis, Assessment, Formulation and Intervention with Children PSYC641 (CLINICAL STREAM) Diagnosis, Assessment, Formulation and Intervention with Adults PSYC645 (EDDV STREAM) Learning Difficulties: Assessment and Intervention
Year 2		
Semester 1	PSYC642 (CLINICAL STREAM) Emerging Therapies and Psychopharmacology PSYC646 (EDDV STREAM) Typical and Atypical Development	<b>Research Terms A, B, C and D</b> PHDY701 Doctoral Thesis full-time OR PHDY702 Doctoral Thesis part-time
Semester 2	PSYC614 Practicum B	
Year 3		
Semester 1	PSYC637 (CLINICAL STREAM) Health Psychology PSYC643 (EDDV STREAM) Applied Developmental Psychology	<b>Research Terms A, B, C and D</b> PHDY701 Doctoral Thesis full-time OR PHDY702 Doctoral Thesis part-time
Semester 2	PSYC708 Practicum F	
Year 4		
Semester 1	PSYC709 Practicum G	<b>Research Terms A, B, C and D</b>
Semester 2		PHDY701 (240 credit points) Doctoral Thesis full-time OR PHDY702 (240 credit points) Doctoral Thesis part-time

CLINICAL STREAM – Master of Psychology (Clinical)  
EDDV STREAM – Master of Psychology (Educational and Developmental)

### PSYC613 PRACTICUM A

This is the first in a series of units designed to provide students with experience in the delivery of a range of psychological services. Within this unit, students are provisional psychologists (PP) under the direct supervision of a registered psychologist. Students also take part in a weekly group case conference. Professional ethics and behaviours are an integral part of learning in this unit.

### PSYC614 PRACTICUM B

This is the second of the series of units in which students as provisional psychologists gain experience in the delivery of psychological services. Students also take part in a weekly group case conference. Professional ethics and behaviours are an integral part of learning in this unit.

### PSYC615 PRACTICUM C

This is the third and, for masters students, the final of the series of units in which students as provisional psychologists gain experience in the delivery of psychological services. Students are expected to deal with more demanding and complex cases and placements. Students also take part in a weekly group case conference. Professional ethics and behaviours are an integral part of learning in this unit.

### PSYC616 THESIS – PART 1

This is the first of three units over three semesters, in which students engage in a significant research investigation/project under supervision. The project will address an area of relevance to the specialisation stream in which the student is enrolled. In this unit, students complete the groundwork for the project, including a research proposal and ethics application (as appropriate). Students are expected to complete the remainder of the research project in the second year of the course.

### PSYC617 THESIS – PART 2

This unit is the second of three research units. It continues the student's research in an area of relevance to the specialisation stream in which the student is enrolled. By the end of this unit, students should have completed a thorough written literature review and have made substantial progress in the acquisition and/or processing of data.

### PSYC618 THESIS – PART 3

This is the third of three research units. This is a double-weighted unit in which the student completes research in an area of relevance to their specialisation stream. Under supervision, the student will write a 5,000 word research report in journal paper format and submit it for examination. Students will also be required to present their research in a suitable forum associated with the School of Psychology.

### PSYC630 PSYCHOLOGICAL ASSESSMENT

This unit covers principles and methods of psychological test administration and interpretation, with a focus on the importance of developmental-systems models and cultural sensitivity in assessment. The unit is designed to familiarise students with the major methods of evaluating cognitive functioning and behavioural/emotional adjustment of infants, children, adolescents, and adults. The unit is also designed to assist students in gaining skills in the evaluation, administration, interpretation, and integration of the diverse information involved in psychological assessment.

### PSYC632 FOUNDATIONS OF PRACTICE

This unit is designed to familiarise students with the ethical, professional, and legal foundations necessary for practice. Students will be introduced to issues and skills related to general professional practice of psychology. Clinical practice and professional standards will be addressed and ethical conduct, confidentiality and privacy issues, and the related legislation will be examined.

### **PSYC637 HEALTH PSYCHOLOGY (CLINICAL STREAM ONLY)**

This unit will provide a detailed study of health psychology, behavioural medicine and rehabilitation principles and procedures, and their applications in clinical health settings. It will cover psychosocial processes associated with health, illness and health promoting behaviours and the application of evidence based psychological interventions targeting health and illness. There will be a particular focus on psychological interventions for major health problems (eg drug and alcohol or obesity problems). Motivational intervention and relapse prevention will be covered. Issues related to working within a multidisciplinary team will also be addressed.

### **PSYC638 THERAPEUTIC SKILLS**

This unit aims to develop students' communication and interpersonal skills, and their counselling and evidence-based therapy knowledge and skills. It includes coverage of non-specific factors and their influence on psychological interventions, and knowledge and skills training in counselling across the lifespan, as well as empirically validated interventions for common psychological conditions. This unit incorporates counselling micro skills, behaviour therapy, and cognitive behaviour therapy training. A multi-cultural perspective will be encouraged.

### **PSYC639 RESEARCH SKILLS FOR PSYCHOLOGICAL PRACTICE**

This unit is designed to develop knowledge and skills in research methods relevant to clinical practice. This unit will focus on a variety of methodological approaches to research, based on the scientist-practitioner model of evidence-based practice. The aim is to provide students with research and analytic skills to support their own research projects, as well as evidence-based practice in their later careers as psychologists. In addition to the principles and procedures governing the use of statistics in clinical research, it will cover qualitative and quantitative research methods, research designs, including single-case designs and their application to clinical research, and methods to evaluate service delivery.

### **PSYC640 DIAGNOSIS, ASSESSMENT, FORMULATION AND INTERVENTION WITH CHILDREN**

This unit covers the principles and methods of psychological diagnosis, assessment, formulation, and intervention with a particular focus on high prevalence disorders, and those seen in young people. This topic includes critical examination of major diagnostic systems and diagnostic criteria, and competencies to reliably diagnose common psychological disorders, including adjustment, anxiety, depressive, eating, and substance use disorders across the lifespan. It also covers the psychological assessment and treatment of children and adolescents, including behavioural and clinical assessment and management of common psychological disorders in children and adolescents, such as anxiety disorders, mood disorders, internalising and externalising problems, and autistic spectrum disorders. Risk assessment and screening for psychosis will also be reviewed. There is a particular focus on evidence-based assessment, formulation, and intervention.

### **PSYC641 DIAGNOSIS, ASSESSMENT, FORMULATION AND INTERVENTION WITH ADULTS (CLINICAL STREAM ONLY)**

This unit covers the principles and methods of psychological diagnosis, assessment, formulation, and intervention with a particular focus on adults. This topic covers diagnostic criteria, aetiological factors and psychological models relevant to assessment. It also addresses severe psychological disorders and empirically validated interventions for severe manifestations of psychological disorders, including severe anxiety (eg OCD and PTSD) and mood disorders, (eg bipolar), personality, and psychotic disorder. There is a particular focus on evidence-based assessment, formulation and intervention.

### **PSYC642 EMERGING THERAPIES AND PSYCHOPHARMACOLOGY (CLINICAL STREAM ONLY)**

This unit has two components that aim to provide students with further knowledge of other interventions relevant to clinical psychology. The first component (emerging therapies) will focus on providing an introduction to the theory and practice of a transdiagnostic psychotherapeutic intervention that has emerging empirical evidence (eg acceptance and commitment therapy). In this component, students will gain an understanding of the principles underlying the emerging therapy and will learn to develop formulations and treatment plans consistent with these principles. The second component (psychopharmacology) will provide students with a basic understanding of empirically validated psychopharmacological treatments for psychological disorders. Students will also acquire knowledge of the basic principles of drug action and pharmacokinetics, and the common indications, contraindications, and adverse effects of psychotropic medication.

### **PSYC643 APPLIED DEVELOPMENTAL PSYCHOLOGY (EDUCATIONAL AND DEVELOPMENTAL STREAM ONLY)**

This unit focuses on difficulties that arise for individuals and families across the lifespan. Students will gain a sound understanding of factors that influence the course of development, and developmental problems and challenges that may be faced. Students will describe, explain, assess, and provide intervention for challenges arising in each life phase. Key concepts, such as developmental continuity and discontinuity, risk and resilience, individual differences and processes of change will be covered. Typical challenges to be addressed include attachment difficulties across the lifespan, abuse and neglect, childhood trauma, difficulties with peer relationships, academic failure and self-esteem, and family dysfunction.

### **PSYC645 LEARNING DIFFICULTIES: ASSESSMENT AND INTERVENTION (EDUCATIONAL AND DEVELOPMENTAL STREAM ONLY)**

This unit focuses on the assessment and treatment of specific learning difficulties. The unit will cover developmental trends in the acquisition of literacy and numeracy skills, and the theories which attempt to explain difficulties in these areas of learning. Approaches to assessment and intervention will be covered in depth, with an emphasis on empirically validated procedures. The unit will also examine common comorbid conditions and how these affect assessment and intervention.

### **PSYC646 TYPICAL AND ATYPICAL DEVELOPMENT (EDUCATIONAL AND DEVELOPMENTAL STREAM ONLY)**

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

### **PSYC708 PRACTICUM F AND PSYC709 PRACTICUM G**

These are the third and fourth of the series of units in which combined MPsych/PhD students as provisional psychologists gain supervised experience in the delivery of psychological services. Students also take part in a weekly group case conference. Professional ethics and behaviours are an integral part of learning in this unit.



*"I studied for my masters because I felt like I needed that extra input and ability and backup to be able to do what I wanted to do in the field of deafness and mental health. In the psychology profession, it helps the doors open that bit wider to enable you to go into research and develop workshops and more scientific activities."*

**ASHLEIGH WALLACH**  
MASTER OF PROFESSIONAL PSYCHOLOGY  
PROVISIONAL PSYCHOLOGIST, DEAF CHILDREN AUSTRALIA

# SOCIAL WORK

## MASTER OF SOCIAL WORK

### CAMPUS

Brisbane, Canberra, Strathfield

### DURATION

2 yrs FT (or equivalent PT)  
160 credit points

### FEES

Commonwealth Supported  
Place (refer to p 6)

### ACCREDITATION

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 (ASWEAS).



The Master of Social Work is a vibrant and challenging program. It encourages students to build on their existing knowledge and experience, as well as providing a sound understanding of social work values and practice approaches. The course emphasises social justice, human rights, and achieving the best possible outcomes for the most marginalised and disadvantaged members of our community.

Students will be taught by leading social work practitioners and academics, and there is a strong focus on experiential learning.

### ENTRY REQUIREMENTS

To be eligible for admission to the Master of Social Work, applicants must have completed an undergraduate degree at a recognised university. This degree must include a minimum of eight units (two full semesters) of study in the social sciences, of which at least one unit may include 'study of the individual' (eg psychology or related units) AND a 'study of society' (eg sociology or related units). Other social science-related units may include anthropology, policy studies, history, law, health and disability, technology, philosophy, Indigenous studies, culture and human diversity, media studies, gender studies, social theory and population studies.

International students must have completed the above prerequisites AND demonstrate an overall academic IELTS of 7.0 or above (with an individual score of 7.0 or above in writing, speaking, listening and reading).

### PROFESSIONAL EXPERIENCE

Field education is a core element of the course and a major part of a student's professional identity development. It provides an opportunity for students to observe, question and model social work behaviours, translate social work theory into practice, and apply knowledge drawn from other units of study. The course includes a total of 1,000 hours of supervised field education and training over two years.

### CAREER OUTCOMES

ACU social work graduates are regarded by employers as ready to begin social work practice in a variety of areas, such as community development, group work, family work, case-management, policy analysis and development, research, social action, and program planning.

Social workers may also work in different areas of practice, including:

- family work
- youth and child welfare services
- medical and health services
- disability services
- psychiatric and general mental health
- community services
- aged care
- income support
- mediation
- research

### MASTER OF SOCIAL WORK – SAMPLE PROGRAM MAP (FULL-TIME)

#### Year 1

Semester 1 SWTP620 Social Work Theory and Ethics  
SWTP622 Social Work with Individuals

SWTP632 Social Work Policy and Law  
SWTP633 Social Work and Mental Health

Semester 2 SWTP624 Social Work with Children, Youth and Family

SWTP625 Field Practicum 1  
(500 hrs including 14 hrs integrative seminars)

#### Year 2

Semester 1 SWTP626 Social Work with Groups  
SWTP627 Social Work with Communities

SWTP629 Social Work Research  
SWTP634 Cross-Cultural Social Work

Semester 2 SWTP630 Social Work Special Studies

SWTP631 Field Practicum 2  
(500 hrs including 14 hrs integrative seminars)

### **SWTP620 SOCIAL WORK THEORY AND ETHICS**

Provides students with a critical understanding of the major historical and current theoretical frameworks in social work practice. Relevant theoretical frameworks are considered for social work intervention in various fields and modes of practice, and in relation to issues for vulnerable people from diverse backgrounds. Values and ethical foundations for social work are emphasised, including a consideration of the philosophical and religious sources of ethics and human rights. An essential element of study in this unit is the awareness of the personal and professional self, and developing critical reflection and analysis skills.

### **SWTP622 SOCIAL WORK WITH INDIVIDUALS**

Focuses on social work practice with individuals through critical examination of theoretical models for casework. Students will develop advanced oral and written communication skills and advanced skills in engagement, assessment, intervention and evaluation of casework effectiveness. Social work approaches to working with individuals, voluntary and involuntary clients, and in different organisational contexts will all be examined. Students will be required to critically review and evaluate the different models and their applicability to diverse vulnerable populations and specific contexts for practice. The experiential component includes practice in foundation social work counselling skills as well as use of reflective processes through small group activities and reflective writing. Throughout the unit, ethical and values issues and dilemmas will be explored.

### **SWTP624 SOCIAL WORK WITH CHILDREN, YOUTH AND FAMILY**

Provides students with the knowledge and skills to practice competently and ethically as social workers with children, young people, and families from diverse backgrounds, in different contexts, and with different issues. The unit revises knowledge of developmental stages and analyses the development of social work practice with families and children through consideration of a number of theories and models. It includes development of advanced knowledge and skills in working directly with children, young people, and families. Collaborative, strengths-based, and child and family-centred practice principles, as well as child protection issues, will be emphasised.

### **SWTP625 FIELD PRACTICUM 1**

This unit comprises a field placement at an approved field education agency (500 hours) and integrative seminars (14 hours). It provides the first opportunity for students to commence application of their knowledge and skills in preparation for social work practice. Campus-based integrative seminars encourage critical reflection of placement experience to facilitate social work professional identity development, with specific reference to integration of practice learning and experience with social work knowledge and values.

### **SWTP626 SOCIAL WORK WITH GROUPS**

Focuses on the theoretical models and skills for intervention in groups in a range of settings and contexts. The theory examined and critically appraised includes group dynamics, psycho-education groups, mutual aid groups, concepts of group care, counselling groups, principles for effective team work, and solution-focused group work applied to a variety of practice contexts and diverse populations. The experiential component requires students to plan a group program and participate in leading and facilitating groups. Students will select a specific population group or context for special study models for group work intervention.

### **SWTP627 SOCIAL WORK WITH COMMUNITIES**

Requires students to develop advanced level capacities to identify, analyse and critically evaluate social work roles in professional practice with communities in Australia and in international contexts, particularly in reference to community development. Through critical examination of a range of community projects, campaigns and initiatives, students will identify and appraise a range of theoretical underpinnings, methodological approaches, and ethical and values issues involved in social work with communities. Ethical issues in community work and particular themes to be considered in relation to diverse populations will be explored.

### **SWTP629 SOCIAL WORK RESEARCH**

Provides a theoretical and practical understanding of the research process and an understanding of research central to building knowledge for social work practice. The purpose and value of research in social work practice and the development of ethical research practices will be addressed, with a focus on evidence-based practice. The special issues to be considered in relation to research with diverse populations will be examined. Special emphasis will be given to program evaluation. Students will undertake a small-scale research or evaluation project that will allow them to develop skills in utilising both qualitative and quantitative methodologies.

### **SWTP630 SOCIAL WORK SPECIAL STUDIES**

Provides for advanced research and study in a selected aspect of social work practice through intensive study of a population group, a practice context or issue, social work method or a specific issue related to the ACU Mission. The population groups may include the aged, children and young people, culturally and linguistically diverse populations, gender and sexual orientation, the homeless, Indigenous people and communities, people with illness and disability, people with mental health issues, and families. Students, usually in groups, may elect to complete a research project in one of these areas or complete a comprehensive literature review. The project or literature review will require integration of policy and practice in the chosen study topic.

### **SWTP631 FIELD PRACTICUM 2**

This unit comprises a final fieldwork practicum at an approved field education agency (500 hours) and campus-based integrative seminars (14 hours). The practicum enables students to demonstrate their ability to practice with courage, compassion, creativity, and integrity in the practice context. Integrative seminars encourage critical reflection of placement learning, fostering advanced integration of practice skills, knowledge, social work values, and ethics with practice, which will facilitate a strong sense of professional identity.

### **SWTP632 SOCIAL WORK LAW AND POLICY**

This unit analyses the policy and legal dimensions of social work practice in Australia. The impact of policy and legal issues on people from diverse and vulnerable populations will be explored. Students will be required to research and analyse policy and legal issues relevant for social work practice. The unit emphasises skill development in advocacy, and the analysis of policy and law, particularly in relation to vulnerable and diverse populations within a broader ethical social work practice framework.

### **SWTP633 SOCIAL WORK AND MENTAL HEALTH**

This unit provides students with opportunity to explore and critically analyse social work practice in mental health. It will provide students with foundational knowledge and explore contemporary approaches to mental healthcare, including assessment, psychosocial interventions rehabilitation, and recovery approaches.

### **SWTP634 CROSS-CULTURAL SOCIAL WORK**

This unit consists of two modules of cross-cultural social work: Aboriginal and Torres Strait Islander social work and culturally and linguistically diverse social work. Both modules will include culturally specific content on historical and social policy issues that have shaped these practice contexts and key cultural and social work theories. A range of evidence-informed social work interventions are explored and ethical issues are critically examined.

# RESEARCH

## MASTER OF PHILOSOPHY (MPHIL)

### CAMPUS

Adelaide, Ballarat, Brisbane, Canberra, Melbourne, North Sydney, Strathfield (multi-mode)

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### DURATION

2 yrs FT (or equivalent PT)

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### FEES

Domestic research candidates may be offered a Research Training Program Fee Offset Scholarship under the Australian Government's Research Training Program.

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

### ENTRY REQUIREMENTS

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

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

## DOCTOR OF PHILOSOPHY (PHD)

### CAMPUS

Adelaide, Ballarat, Brisbane, Canberra, Melbourne, North Sydney, Strathfield (multi-mode)

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### DURATION

3 to 4 yrs FT (or equivalent PT)

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### FEES

Domestic research candidates may be offered a Research Training Program Fee Offset Scholarship under the Australian Government's Research Training Program.

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

A PhD may be undertaken by two different means:

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

### ENTRY REQUIREMENTS

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

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

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# QUESTIONS?

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