



**From I  
wonder**

Emma  
ACU graduate



**to I will.**



# Executive Dean's welcome

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

We're a young university, but we are making our mark. ACU is ranked in the top 50 of Generation Y universities worldwide<sup>1</sup> and in the top 10 Catholic universities<sup>2</sup>. We have more than 200 partners on six continents, community engagement opportunities around the globe, and a campus in Rome, Italy.

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

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

ACU has three research institutes focusing on health sciences – the Mary MacKillop Institute for Health Research, the Nursing Research Institute, and the Institute for Positive Psychology and Education. In the latest Excellence in Research for Australia (ERA) assessment, we received the top score for research in human movement and sports science, nursing, psychology and public health and health services<sup>3</sup>.

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

I look forward to welcoming you to our university.

**Professor Michelle Campbell**  
Executive Dean, Faculty of Health Sciences



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# Think you know ACU?

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



## Meaningful education, not mass production

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



## We see the whole person

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

\*Good Universities Guide 2019



## Flexible study

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



## We've got your back

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



## Connections that count

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



## The world is our campus

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

\*Times Higher Education Young University Rankings 2018

\*\*Times Higher Education World University Rankings 2018/2019, IFCU members



## Scholarships

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

# Our neighbourhoods

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

Head to [acu.edu.au/locations](https://acu.edu.au/locations) to take a virtual tour of your campus.

## BALLARAT

Our Ballarat Campus is located in the centre of Ballarat. Situated amid historical gardens, beautiful old buildings, and a block from Lake Wendouree, it has a lot to offer. Explore the grounds, enjoy a home-cooked meal at the canteen, and soak up the community vibe.

- Central location
- Free parking
- State-of-the-art physiotherapy building with labs and simulation rooms

## BRISBANE

Whether you want to get involved in campus life, create a professional network, or just find a quiet place to study — our Brisbane Campus has you covered. Set on 40 hectares of parklands, the campus has ample parking, state-of-the-art learning facilities, and places to hang out like cafes and a swimming pool.

- Free parking and shuttle bus
- State-of-the-art health labs
- ACU Health Clinic

## CANBERRA

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

- State-of-the-art nursing and health sciences labs
- High-tech exercise science lab
- Modern library and 300-seat lecture theatre

## MELBOURNE

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

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

## NORTH SYDNEY

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

- Modern nursing simulation labs
- High-tech speech pathology and occupational therapy labs
- Moot court, for simulating real-life law court proceedings

## STRATHFIELD

Our Strathfield Campus is set amid beautiful landscaped grounds and historical buildings, with excellent transport links. Whether you want to have a friendly match on our rugby and soccer ovals or take in a show at our art gallery, there's always something going on.

- Free parking and shuttle bus
- Popular art gallery
- High-tech biomechanics lab

## ADELAIDE

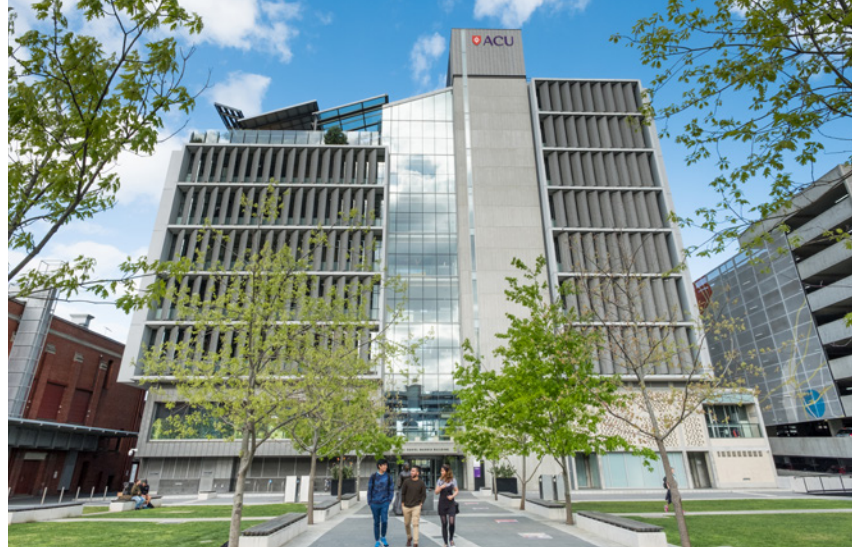
Our Adelaide Campus is one of our newest additions, and primarily offers postgraduate courses in theology.

## ROME

Our Rome Campus is located on Janiculum Hill, a site that has a rich history dating back to the 3rd century. It sits on a sprawling property that boasts extensive gardens and terraces to enjoy beautiful views of the city.

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

**Committed  
to community**





IN AUSTRALIA

## 5 stars

FOR FULL-TIME EMPLOYMENT, OVERALL EXPERIENCE, LEARNER ENGAGEMENT AND SKILLS DEVELOPMENT

*Good Universities Guide 2019*



## 98%

NURSING STUDENTS ARE EMPLOYED WITHIN FOUR MONTHS OF GRADUATING

2018 QILT Graduate Outcomes Survey, domestic postgraduate overall employment



IN THE WORLD

## Top 3%

UNIVERSITIES

*Times Higher Education World University Rankings 2018/2019\**



## Top 50

GENERATION Y UNIVERSITIES

*Times Higher Education Young University Rankings 2018*



## Top 30

SPORTS SCIENCE

ARWU 2018



## Top 50

NURSING

ARWU 2018



RESEARCH

## Above world standard

HUMAN MOVEMENT AND SPORTS SCIENCE

NURSING

PUBLIC HEALTH AND HEALTH SERVICES

PSYCHOLOGY

ERA 2015

# Numbers that count

\*Percentage calculated as ACU's world rank as a proportion of the total number of universities in the world: *International Handbook of Universities 2018*, Palgrave MacMillan.



# Postgraduate study pathways

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

## Coursework

- Programs are generally six months to two years full-time (or equivalent part-time).
- You can expect classes (including online classes), units, and set assessments, similar to an undergraduate degree.
- To apply you usually need to have completed an undergraduate degree first. However, professional experience can also be taken into account.
- The graduate certificate, graduate diploma and masters degree are connected and can build on each other.
- If you're considering a masters degree but don't initially qualify, you may be accepted into the graduate certificate or diploma in the same area of study.
- If you choose to study a masters degree but your circumstances change, you may be able to exit the degree early with the relevant graduate certificate or graduate diploma.
- Coursework programs are ideal for gaining new skills and getting ahead in your career.

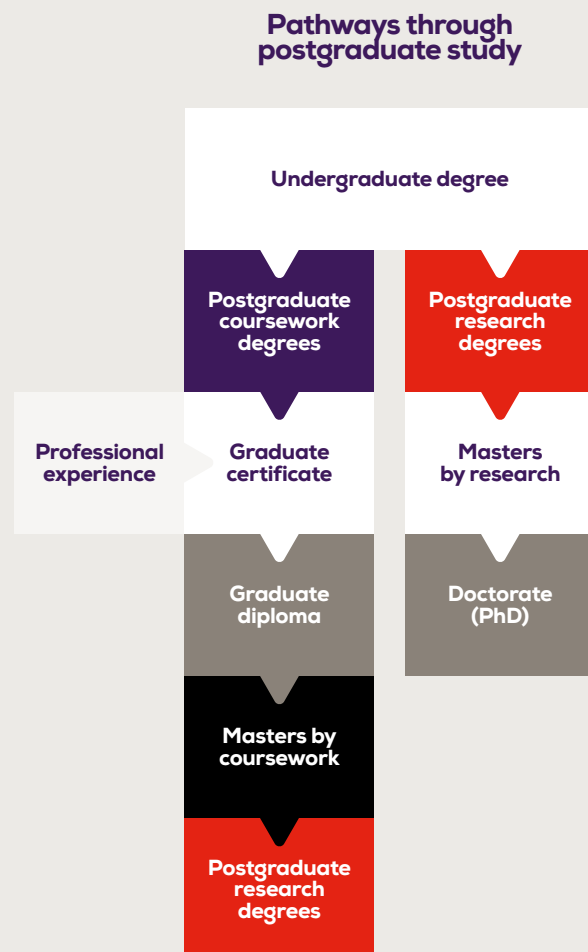
## Research

- Programs are generally two to four years full-time (or equivalent part-time).
- You can expect independent research and exploration of original ideas under the guidance of a supervisor.
- To apply you usually need to have completed an undergraduate degree with honours or a masters.
- ACU offers supervised research at either masters or doctoral level.
- Research programs are ideal for making a new contribution to an academic field. They can be a pathway to research or an academic career, or help you get ahead at work.

Honours degrees are also available. They are a one-year degree for high-achieving students who have already completed a bachelor degree, and allow you to build upon your knowledge, develop research skills, and work closely with an academic expert. The main focus of the degree is to produce a research thesis under supervision from experienced academic staff.

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

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



# Fees and scholarships

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



## FEE-PAYING PLACE

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

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



## COMMONWEALTH SUPPORTED PLACE (CSP)

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

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



## RESEARCH TRAINING PROGRAM FEES OFFSET SCHOLARSHIPS

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

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



## FACULTY ALUMNI REBATE

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

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



## POSTGRADUATE COURSEWORK SCHOLARSHIPS

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

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



## RESEARCH TRAINING PROGRAM STIPEND SCHOLARSHIPS

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






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

Got questions? We're waiting with the answers.

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

# Applying to ACU

## Postgraduate coursework degrees

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

## Postgraduate research degrees

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

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

For more information on how to apply for postgraduate coursework degrees, visit [acu.edu.au/apply](https://acu.edu.au/apply)

For more information and to apply for postgraduate research degrees, visit [acu.edu.au/research/apply](https://acu.edu.au/research/apply)

If you still have questions or need help with your application, visit [acu.edu.au/askacu](https://acu.edu.au/askacu)

# Faculty of Health Sciences

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

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

We get that life is busy, and you need to find the right balance of family, work and study. Flexible learning options are available across our campuses in Ballarat, Brisbane, Canberra, Melbourne, and North Sydney. Many of our postgraduate programs can be studied online.

Our curricula are developed and refined in conjunction with industry leaders. They bring together cross-disciplinary study units so our

students can access new knowledge from a range of professions.

Our popular postgraduate nursing courses prepare students for advanced general and specialised areas, helping our students to achieve their career aspirations.

The faculty has a growing research agenda, with opportunities for masters and doctoral students to join current research projects. Our nursing research focuses on acute care (including cardiovascular health), chronic and palliative care, innovative health care delivery systems, and implementation research that translates evidence into practice. Our public health research examines physical activity and health policy development and implementation, amongst other areas.



# The School of Nursing, Midwifery and Paramedicine

The School of Nursing, Midwifery and Paramedicine produces the most graduate nurses in Australia\* and spans five campuses – Ballarat, Brisbane, Canberra, Melbourne and North Sydney. We have developed thousands of compassionate caregivers who are helping to improve the health of individuals, families, and communities with their expertise and passion.

Our popular postgraduate courses prepare students for advanced general and specialist practice, management and leadership roles.

Along with researchers, lecturers, and clinical supervisors, there are eight joint research appointments with public and private health services. Research in the school focuses

on five major national health priority areas:

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

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



## PROFESSOR PAUL FULBROOK

Paul Fulbrook is a Professor of Nursing with ACU. In this role he also holds a joint appointment as Nursing Director, Research and Practice Development at The Prince Charles Hospital in Brisbane (a 630-bed tertiary hospital specialising in cardiothoracic care), where he leads the Nursing Research and Practice Development Centre.

Professor Fulbrook has worked in critical care nursing since 1986 in various clinical, educational, research, and professional roles. He qualified as a registered nurse and specialised in intensive care nursing in the UK before coming to Australia in 2004. Within the critical care context, he has published widely, has spoken at many international and national conferences, and is currently involved with several research projects in intensive care and emergency care. Professor Fulbrook's contribution to critical care nursing has been recognised formally via fellowships from the British Association of Critical Care Nurses and the European Federation of Critical Care Nursing Associations, and as a World Federation of Critical Care Nurses (WFCCN) Honorary Ambassador. He is the current President of the WFCCN.

At The Prince Charles Hospital, Professor Fulbrook leads several programs of research of which the main ones are pressure injury prevention, falls prevention, and emergency care. His honours and higher degree research students are undertaking a variety of research projects in these areas at the hospital.



## PROFESSOR KIM FOSTER

Professor Kim Foster joined ACU in 2016 as Professor of Mental Health Nursing and leader of the Mental Health Nursing Research Unit at the Royal Melbourne Hospital. The research unit is a joint partnership between ACU, NorthWestern Mental Health (NWMH), and Melbourne Health. Professor Foster's role is to conduct high-quality collaborative research with mental health nurses, consumers, carers, and multidisciplinary colleagues that translates into effective care and improves the wellbeing and outcomes of mental health consumers and carers. Professor Foster's main areas of research interest have been co-associated physical and mental health; children and families with challenging physical and/or mental health conditions; and the mental health workforce's capacity to provide quality care. This work aims to develop strengths-based approaches to care. Her current research is on family-focused practice and building resilience in vulnerable families, and resilience education for mental health nurses. Professor Foster has won numerous awards for her research, and in 2011 was awarded a Churchill Fellowship in the field of resilience. She is currently a chief investigator on a collaborative National Health and Medical Research Council Partnership Grant in the area of paediatric trauma.

\*Higher Education Statistics, Aus Gov, DET, Nursing 2017



**Individual  
role.**

Kieran  
ACU student



**Global  
goals.**

## The School of Behavioural and Health Sciences

The School of Behavioural and Health Sciences combines high-tech facilities with renowned academics and researchers to advance health professionals in the areas of nutrition, public health, psychology, science, and sport and exercise science.

Our range of postgraduate public health programs are designed to equip graduates with advanced knowledge, understanding and skills to improve population health and wellbeing.

Our staff are involved in various cross-disciplinary research projects that are tackling enduring health issues in society, Australia and the world. Public health research in the school focuses on critical social and health issues, including:

- physical activity and health
- policy development and implementation
- social determinants of health
- urban design and health
- gender power relations and men's violence against women
- evaluation of interventions to teach evidenced-based practice.



### DR JOHN OLDROYD

Dr John Oldroyd is a Senior Lecturer in Public Health in the School of Behavioural and Health Sciences. He holds a PhD from the University of Newcastle upon Tyne, UK.

Dr Oldroyd's research interests include cardiovascular disease, ethnicity, social determinants of health and interventions for teaching evidence-based medicine.

He is the Master of Public Health coordinator at ACU and teaches global health, humanitarian assistance, disease prevention and management and the Work Integrated Learning (WIL) unit.



# Industry partnerships

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

**The Faculty of Health Sciences has strong partnerships with a number of health care providers, which has allowed us to open clinical schools in New South Wales, the Australian Capital Territory, Queensland, and Victoria.**

We have continued to invest in expanding health sciences facilities on our 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 postgraduate student 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.





We work with a large number of partners in nursing, midwifery, paramedicine and public health delivery, which provide opportunities for industry experience and research collaboration. Some of these partners are featured below. For further information on partnerships visit, [wil.acu.edu.au](http://wil.acu.edu.au)



### ST VINCENT'S

“St Vincent’s is committed to facilitating the professional development of our nursing staff. We have a proud history as a major tertiary teaching organisation, providing the opportunity to experience a variety of clinical areas while under the guidance of skilled professionals. We have a long-standing working relationship with ACU. Facilitating several ACU postgraduate subjects at St Vincent’s allows us to ensure robust content that is clinically relevant to our industry and allows us to develop our future nursing leaders.”

**Janine Towner, Manager Continuing Developmental Programs, Nursing Education Centre, St Vincent’s**

### MATER HOSPITAL

“The Mater is an acute care hospital with five domains of health care: maternity, critical care, operating theatres, orthopaedics and cancer care/general surgery. Over the years we have gained a large number of nurses from ACU due to the robust partnership between our organisations. ACU graduates are given the opportunity to become enculturated into health care throughout their academic journey, which assists them in becoming patient-centred health care professionals in an industry that is demanding more from its staff each year.”

**Pete Goodare, Learning and Development Manager, Mater Hospital**

### THE PRINCE CHARLES HOSPITAL

“The Prince Charles Hospital has partnered with ACU for many years in the provision of support to undergraduate nursing students, culminating over the last four years in the development and establishment of our joint clinical school. TPCCH aims to provide all students with a clinical learning environment that stimulates and guides them to develop confidence and competence – ACU Clinical School students embrace this opportunity and come to practicum prepared and motivated to learn.”

**Megan Lowe, Nursing Director (Education and Workforce), The Prince Charles Hospital**

# Research institutes

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

## Institute for Positive Psychology and Education

### Director: Professor Rhonda Craven

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

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

IPPE has three research programs spanning a variety of areas:

### Australian Centre for Indigenous Thriving

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

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

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

### Positive psychology

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

### Motivation and behaviour

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

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



## Research success

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

## The Mary MacKillop Institute for Health Research

### Director: Professor John Hawley

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

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

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

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

- clinically based exercise-nutrition intervention studies to:
  - improve and maintain bone and skeletal muscle health for healthy ageing
  - maximise health benefits through the optimal timing of nutrition and exercise
  - prevent and manage the adverse effects of cancer and chronic metabolic diseases

- discover the biological mechanisms underlying the health benefits of exercise and nutrition
- environmental and behavioural epidemiological studies aimed at:
  - identifying key physical and social aspects of urban environments that promote physical and cognitive health across the lifespan
  - understanding how genetic, psychosocial and behavioural factors interact with the environment to impact on health
  - identifying optimal person- and environment-tailored intervention strategies for the promotion of health-related behaviours
- MRI intervention studies to:
  - improve cognitive and motor skills, quality of life and participation in brain-injured patients
  - mitigate the adverse effects of chemotherapy in cancer patients
  - uncover the biological mechanisms, the active ingredients and the duration of action underpinning training-induced gains
- focused studies to understand and describe the individual impact of risk behaviours and disease
- the promotion of equitable access to health services and active-friendly communities.

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

\*ERA 2015



## Nursing Research Institute

### Director: Professor Sandy Middleton

The Nursing Research Institute (NRI) is a partnership between ACU and St Vincent's Health Australia, Sydney. Established in 2008, we are at the forefront of nurse-led implementation research and have been successful in obtaining multiple Category 1 research grants (National Health and Medical Research Council, Australian Research Council), as well as other national and international funding. In partnership with clinical, policy, and academic partners, we specialise in implementation science research examining ways to promote evidence translation in the areas of stroke management, hospital-acquired complications, and de-implementation of low value nursing care. We are co-leading the implementation science and knowledge translation platform for SPHERE (Sydney Partnership for Health, Education, Research and Enterprise), one of nine Australian NHMRC accredited Advanced Health Research Translation Centres. We are also involved in building research capacity at St Vincent's Health Australia, supporting clinicians through a mentoring program and offering higher degree research supervision.

Our researchers have skills in systematic reviews (qualitative and quantitative), randomised controlled trials, process evaluations, and qualitative research. We collaborate with world-class national and international researchers and policy makers including: Agency for Clinical Innovation, Clinical Excellence Commission, Australian Commission on Safety and Quality in Health Care, and the Stroke Foundation.

There are opportunities for collaboration and research opportunities for clinicians, higher degree research students, and early career researchers through the NRI programs of research.

### Quality and Acute Stroke Care (QASC)

Professor Sandy Middleton leads a multi-national research group in high-impact translational stroke research. This program aims to translate and scale-up proven interventions to manage fever, hyperglycaemia, or swallowing for stroke patients using implementation science methods. It has been extensively profiled nationally and internationally. The landmark QASC trial examining nurse-led stroke care protocols, published in *The Lancet*, resulted in significant improvements in morbidity and mortality. Subsequent work has demonstrated a reduction in health system costs arising from use of these protocols. NSW Health policy was changed to align with the stroke protocols, which were implemented throughout all NSW acute stroke services, and are now being implemented internationally across 14 countries in Europe. Within this program of research there are opportunities to become involved in sub-studies including process evaluations, fidelity and adaptation studies, sustainability studies, and other implementation research.

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

### De-implementation from low value nursing care

Partnering with SPHERE local health districts, we have commenced a new program of work focused on identifying, prioritising and de-implementing low value nursing care, particularly in wound care. There are opportunities to be involved in this research, including systematic reviews.

### Method development and testing

Testing and advancing the tools and theories of implementation science within complex health settings is another area of our research. There are opportunities to become involved in developing and testing clinician behaviour change strategies in different clinical settings and examining fidelity and adaptation of interventions.

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



## Cognition and Emotion Research Centre

**Director: Professor Peter Rendell**

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

## Centre for Disability and Development Research (CeDDR)

**Director: Professor Christine Imms**

**Co-director: Professor Peter Wilson**

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

# Research in the schools

The PhD projects currently being supervised in the School of Nursing, Midwifery, and Paramedicine, and the School of Behavioural and Health Sciences include:

- Evaluation of a new paediatric emergency department.
  - A qualitative inquiry of the experience of care for mental health consumers in acute medical care settings.
  - An investigation of the effectiveness of the True Colours Charitable Trust Integrated Model of Care for seriously ill children, young people and their families.
  - Perspectives on Indigenous patients' experiences of hospitalisation and acute care.
  - The phenomenon of pain management in women with chronic gynaecological pelvic pain: the health care professional's lived experience.
  - The phenomenon of collegiality between student and registered nurses: an exploration of the attitudes and perceptions held by registered nurses that influence their engagement with student nurses.
  - An exploration of the factors influencing the experiences of Australian Army nurses deployed to war.
  - Exploring health education delivered to patients with Acute Coronary Syndrome and Type 2 Diabetes Mellitus admitted to a Shanghai hospital.
  - The Stroke and Carer Optimal Health Program (SCOHP) for psychosocial health: a randomised controlled trial.
  - Intergenerational relational trauma and parental mental illness: implications for mental health services.
  - Australian mental health nurses' emotional resilience: a mixed methods study.
- Our team are also focusing on a range of research areas in public health, including:
- physical activity and health
  - policy development and implementation
  - social determinants of health
  - urban design and health
  - gender power relations and men's violence against women
  - evaluation of interventions to teach evidenced based practice.



# Courses

ALL OUR COURSES ARE COMPLIANT WITH THE



# CLINICAL EDUCATION\*

 Online

This suite of postgraduate programs in clinical education gives you the knowledge and skills to plan, implement, and evaluate clinical education programs within the health care workplace.

The graduate certificate gives you a foundation for facilitating clinical learning. The graduate diploma is an opportunity to further develop knowledge and skills in ethics, leadership and quality, and safety in clinical education in health care. The masters level units connect theory, practice and research. Both the diploma and masters programs give you the opportunity to undertake a project or research stream.

As a graduate of this program you will be able to:

- evaluate issues and challenges confronting the health care sector

- conceptualise new and creative approaches to clinical education to support service delivery in culturally diverse health care settings
- connect theory, practice, and research to clinical education in the health care workplace
- reflect on opportunities to enhance contemporary local, regional, and global health care practice
- understand the social, cultural, environmental, political, and technological changes occurring within health care systems, and respond responsibly and accountably to them
- contribute to values-based professional practice in dynamic and challenging environments.

**Entry requirements:** To apply for this course, you must have completed a bachelor degree in a health discipline or equivalent.


## Graduate Certificate in Clinical Education

 1 yr PT

## Graduate Diploma in Clinical Education

 1 yr FT (or equivalent PT)

## Master of Clinical Education

 1.5 yrs FT (or equivalent PT)

CLINICAL EDUCATION – SAMPLE COURSE MAP		
GRADUATE CERTIFICATE IN CLINICAL EDUCATION – YEAR 1 (PT ONLY)		
Semester 1	Theoretical foundations of clinical education	Facilitating learning in clinical settings
Semester 2	Assessment and evaluation	Curriculum development and instructional design
GRADUATE DIPLOMA IN CLINICAL EDUCATION – YEAR 1 ADDITIONS		
Semester 1	Quality and safety in health care	Interpreting health research
Semester 2	<b>Research stream</b> Health care ethics: principles in practice	Qualitative research methods, <i>or</i> Quantitative research methods
	<b>Project stream</b> Health care ethics: principles in practice	Leadership in health care
MASTER OF CLINICAL EDUCATION – YEAR 2		
Semester 1	<b>Research stream</b> Research dissertation part A	Research dissertation part B
	<b>Project stream</b> Independent project 2	Two electives

\*These programs are under review. Please visit our website for updates.





### **Theoretical foundations of clinical education**

The aim of this unit is to give you a firm foundation of theories and trends in health care education, and to support students to link and apply theoretical knowledge to their clinical workplace.

Clinical education occurs in diverse and complex clinical settings, and it is a requirement of the clinical educator to understand contemporary trends and education theory in order to provide rich learning experiences for health care students.

This unit provides a theoretical basis for learner-centred approaches to facilitating clinical education in simulated and real clinical settings. You will critically examine the impact of contemporary education trends on clinical education and evaluate models and theories of learning. You will use selected models and theories of learning as they apply to learning in clinical settings and consider ethical, moral and legal issues pertinent to this learning. You will also analyse the characteristics of diverse groups of learners.

### **Facilitating learning in clinical settings**

The aim of this unit is to provide a foundation of the principles and practices of clinical facilitation, to empower you to provide the optimal learning environment for health care students in their clinical setting.

It is a requirement in clinical education that educators have the knowledge and skills to successfully facilitate clinical learning for individuals and small groups with diverse learning styles.

This unit gives you an opportunity to critically examine, design and apply clinical facilitation models and strategies in a culturally sensitive manner. You will use selected models and strategies of clinical facilitation as they apply to learning in clinical settings, and implement constructively aligned learning activities. The learning environment is in both simulated and real clinical settings.

### **Assessment and evaluation**

The aim of this unit is to empower you to explore and apply a range of strategies and techniques to optimise clinical assessment and evaluation as a learning and teaching method.

A clinical educator needs knowledge and skills to plan, implement and evaluate selected assessment and evaluation strategies as they apply to simulated and real-life clinical settings. Educators need sound knowledge of learning theory and a critical approach to analysing education trends in order to provide engaging, meaningful and effective clinical education experiences.

This unit introduces you to the current and emerging theories underpinning valid and reliable assessment of clinical learners. It provides opportunities to develop and implement clinical assessment items, as well as practical experience in assessment. Assessment and evaluation approaches will be critically analysed to differentiate their anticipated purposes and outcomes. The influence of simulated and real clinical settings on assessment of clinical learning will be analysed to inform the development of valid and reliable assessment practices.

### **Curriculum development and instructional design**

The aim of this unit is to empower you to explore and apply a range of curriculum models to develop programs that optimise clinical education in your workplace.

This unit helps you build knowledge to develop curriculum in clinical settings, inclusive of such issues as instructional design, curriculum implementation and curriculum evaluation.

You will examine curriculum concepts, theories and philosophies. You will establish a familiarity with instructional design that focuses on enquiry-based and evidence-based learning approaches. The unit will highlight issues relevant to students in health courses, namely, critical thinking and analysis, self-directed lifelong learning, and deep approaches to learning.

### **Quality and safety in health care**

This unit aims to ensure that you can effectively promote quality and safety, leading to better health outcomes, as well as cost efficiencies in a variety of health care settings. Managing health care in this way ensures the equitable distribution of shared health resources to those in need and therefore both respects the dignity of individuals and contributes to the common good.

Adverse events and poor-quality care can have a significant impact on health care costs and health system sustainability. This unit is essential for future leaders in health care who need to have specialised knowledge and skills in applying effective quality measures to administer culturally safe health services across a variety of health care contexts.

In this unit, you will explore the emergence of the quality movement and accreditation and safety standards that have been progressively driven by consumer expectations around safe, quality care, in preparing to become an effective health care administrator. This foundational knowledge is required to enable interpretation and evaluation of quality and safety processes and to develop a repertoire of quality improvement tools used to create strategies that improve quality and safety processes.

### **Interpreting health research**

This unit aims to develop confidence and competence in the application of evidence-based practice and interpretation of health literature.

An understanding of evidence-based practice and different research approaches is fundamental to research inquiry in any scientific discipline. Thus, this unit is essential in providing an opportunity for you to ask, acquire, interpret, analyse, synthesise, and integrate evidence to facilitate ongoing improvement in health care practice. Additionally, an understanding of the principles and philosophical positions underpinning different research approaches in health care is essential for you to critically evaluate research literature, and to undertake health inquiry, workplace projects or health research.

This unit addresses issues of evidence-based knowledge development and the methods and processes that health disciplines apply to health inquiry, project and research processes within a person-centred care environment. Ways to evaluate solutions to complex clinical issues/problems in the health care environment and formulate a relevant question/topic are addressed. In addition, you will develop skills to search for, 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, workplace project or health research.

### **Health care ethics: principles in practice**

This unit aims to support you in the application of principles of health care ethics to specific issues arising in your workplace. It also aims to promote the common good through serving the proper goals of health care practice. Contemporary health care practitioners can face a range of clinical and extra-clinical ethical challenges. Such circumstances require responses informed by critical reflection and moral deliberation to inform advocacy and action. On the basis of key theoretical frameworks in ethics, this unit provides a broad-based introduction to applied ethics in health care.

### **Qualitative research methods**

The aim of this unit is to develop your knowledge and skills in relation to qualitative research methods to prepare you to undertake a scholarly research-based project.

It will give you a strong research foundation if you elect to undertake the research stream at masters degree level. This unit is necessary for you to gain the skills to plan and execute a substantial research-based project, capstone experience, and/or piece of scholarship that responds to an administrative, leadership, educational or clinical challenge in health care.

The unit meets the course objectives of preparing you to analyse and synthesise complex information and to use decision-making skills to respond to emerging challenges within a dynamic health environment. Specifically, this unit will develop your ability to use qualitative research methods in the context of ethical, person-centred, health-related research. A variety of research approaches will be explored. Research questions, design and methods for qualitative data collection and analysis will be examined with a view to developing and conducting rigorous qualitative research.

### **Quantitative research methods**

The aim of the unit is to develop your ability to use quantitative research methods in the context of health-related research, developing a quantitative research proposal and report writing.

It will support you in developing the ability to identify contemporary and relevant research questions, design and methods for quantitative data collection and analysis. You will be supported to develop skills in analysing and synthesising complex information, including concepts and theories associated with quantitative research processes. You will be supported to develop advanced decision-making skills in response to emerging challenges in health care that require advanced knowledge and skill of descriptive and inferential statistical methods, as well as the ability to analyse research validity and reliability.

### **Leadership in health care**

The aim of this unit is to introduce you to contemporary theory-based leadership practices in order to develop the knowledge and skills necessary for leading health service transformation.

Health care leaders must develop sound knowledge and skills to lead service transformation through transforming themselves and others. Today's leaders must demonstrate personal leadership characteristics, as well as the ability to empower others through role modelling and support to achieve their potential. This unit is necessary for future leaders who are required to lead others in planning, implementing and evaluating strategies and tools designed to resolve complex problems. Additionally, these leaders are asked to optimise health for diverse population communities, such as Aboriginal and Torres Strait Islander peoples, through innovative health administration practices that shape and improve health care systems.

### **Research dissertation part A**

The aim of this unit is to give you the opportunity to undertake self-motivated study and transition to lifelong learning as a self-reliant and critically reflective professional.

This unit and Research dissertation part B involve the completion of a research project leading to the preparation of an academic dissertation normally up to 15,000 and no more than 18,000 words in length. This unit will ensure you fulfill your masters course requirements. That is, the Australian Qualifications Framework's requirement for independent project work in a masters by coursework.

This unit supports you in applying a range of theoretically based advanced knowledge and skills to formulate a defensible research proposal that fosters culturally safe, high-quality effective health care. The proposal will be based on a review of the most relevant available literature. Under the guidance of an approved supervisor, you will conduct individual research projects in order to provide insight into the research question. You will be supported to evaluate the role of evidence-based ethical practice in creating an effective solution to a unique health-related administrative, leadership, educational or clinical challenge. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

### **Research dissertation part B**

The aim of this unit is to give you the opportunity to bring your research to a conclusion and transition to lifelong learning as a self-reliant and critically reflective professional.

The unit involves the completion of a research project, leading to the preparation of an academic dissertation normally up to 15,000 words and no more than 18,000 words in length. This unit is essential to fulfil the requirements of your masters course, that is, the Australian Qualifications Framework's requirement for independent project work in a masters by coursework.

This unit supports you in applying a range of theoretically based advanced knowledge and skills to provide insight into an identified research question. The knowledge and skills will foster culturally safe, high-quality, effective health care through the supervised conduct of a defensible individual research project that addresses the question. In so doing, you will be supported to evaluate the role of evidence-based ethical practice in creating an effective solution to a unique health-related administrative, leadership, educational or clinical challenge. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

### **Independent project 2**

This unit gives you the opportunity to critically evaluate the role of evidence-based, ethical practice through investigation of a self-identified area of challenge and opportunity drawn from a clinical/professional issue previously studied in your 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 your workplace. As a future health care leader, it is essential you are able to apply a theoretical foundation in the leadership and development of independent initiatives in your workplace. This unit gives you an opportunity to apply a range of advanced knowledge and skills that foster culturally safe, high-quality health care through the creation of an effective solution to a unique administrative, leadership, educational or clinical challenge.

This unit is essential to ensure the fulfilment of your masters' requirements, that is, the Australian Qualifications Framework's requirement for independent project work in a masters by coursework. This unit gives you the opportunity to undertake self-motivated study and transition to lifelong learning as a self-reliant and critically reflective professional.



# CLINICAL NURSING

 Online, or two clinical units of study at a student's place of employment and two units online

This suite of postgraduate programs in clinical nursing is designed to expand your knowledge and skills in clinical nursing while ensuring relevance to clinical practice.

In the Graduate Certificate in Clinical Nursing you can choose one clinical specialisation which prepares you to be a clinical specialist. The course focuses on knowledge of specialist pathophysiology, pathology, anatomy and biology, and specialist clinical skills.

The Graduate Diploma in Clinical Nursing builds on your specialist knowledge and introduces clinical leadership. Your knowledge is further expanded in areas of quality and safety, ethical practice, research and leadership in health care. You can pursue either a project or research stream.

The Master of Clinical Nursing brings the clinical expert and clinical leadership components together. You can either complete a project and two elective subjects, or complete a research dissertation. Both streams consolidate the learning from the previous levels and develop your knowledge in research and application of specialist clinical skills and knowledge as well as clinical leadership.

**Course structure:** Students employed in their chosen area of speciality in one of our partner health facilities will complete two clinical units of study in their employing health facility and two specialty practice units online through ACU. The following specialties are available:

- anaesthetics
- cardiac care
- cardiothoracics
- cardiothoracics and heart/lung transplant nursing
- child and adolescent health
- emergency
- gerontological nursing
- intensive care
- interventional cardiology
- medical
- neonatal care
- neurosciences
- oncology
- orthopaedics
- palliative care
- perioperative
- plastics/orthopaedics
- plastics reconstruction
- renal
- spinal care
- surgical

The following specialties are also available fully online to students not employed in one of our partner health facilities. You must be working in your chosen speciality and have the support of your organisation with regard to completion of assessment tasks and clinical hurdles:

- child and adolescent health
- gerontological nursing
- palliative care
- perioperative
- cardiac care
- oncology
- renal
- medical
- surgical
- emergency

**Entry requirements:** To apply for this course, you must have completed a Bachelor of Nursing or equivalent and hold current registration with the Australian Health Practitioner Regulation Agency. You must also be employed in a substantive position in your chosen specialisation while studying the four clinical nursing units, unless approved otherwise by the course coordinator.


## Graduate Certificate in Clinical Nursing

 1 yr PT

## Graduate Diploma in Clinical Nursing

 1 yr FT (or equivalent PT)

## Master of Clinical Nursing

 1.5 yrs FT (or equivalent PT)

CLINICAL NURSING – SAMPLE COURSE MAP		
GRADUATE CERTIFICATE IN CLINICAL NURSING (NAMED SPECIALITY) – YEAR 1 (PT ONLY)		
Semester 1	Clinical nursing	Foundations of specialty practice 1
Semester 2	Extended clinical nursing	Foundations of specialty practice 2
GRADUATE DIPLOMA IN CLINICAL NURSING – YEAR 1 ADDITIONS		
Semester 1	Quality and safety in health care	Interpreting health research
Semester 2	<b>Research stream</b> Health care ethics: principles in practice	Qualitative research methods, <i>or</i> Quantitative research methods
	<b>Project stream</b> Health care ethics: principles in practice	Leadership in health care
MASTER OF CLINICAL NURSING – YEAR 2		
Semester 1	<b>Research stream</b> Research dissertation part A	Research dissertation part B
	<b>Project stream</b> Independent project 2	Two electives

### Clinical nursing

The aim of this unit is for you to analyse, evaluate and demonstrate knowledge and clinical competence for safe person- and family-centred care relevant to the area of specialist practice.

As clinical care becomes more complex, it is important that all care team members work in a collaborative and professional manner to care for health care consumers with complex clinical issues. The person-centred care model prioritises involvement of a care team approach that includes not only health care professionals but also the individual health care consumer and immediate family. This unit is required to support your development of specialist nursing knowledge and skills and to ensure you function in this team and continue to advocate for and represent the health care consumer's needs.

This unit focuses on the specialist nursing role and the significance of that role in interprofessional communication, teamwork and shared clinical decision-making. Evidence-based specialist clinical knowledge and skills are required to prepare you for the provision of improved care outcomes for all health care consumers.

#### Foundations of specialty practice 1

The aim of this unit is to give you the scientific knowledge that is relevant to your specialist clinical setting and to support your specialist nursing practice.

The health care setting, including acute, sub-acute and community-based care, is becoming more complex. Registered nurses are expected to be able to respond and care for clients with higher acuity and complex care needs while ensuring person-centred care is being provided. The complexity of health care is reflected in the number of specialist care areas that have arisen in the health care setting. These specialist areas require registered nurses to have specialist nursing knowledge and skills which are underpinned by scientific knowledge and evidence-based practice.

This unit will support your development of the foundational scientific knowledge that underpins selected areas of specialist practice. Specific knowledge in the areas of bioscience, epidemiology and growth and development, relevant to your selected specialist areas, will be explored in relation to its application to clinical practice and in the context of typical clinical scenarios.

### Extended clinical nursing

The aim of this unit is for you to analyse, evaluate and demonstrate specialist clinical nursing knowledge and clinical competence skills for safe person- and family-centred care, relevant to the area of specialist practice.

The health care consumer experience and journey focuses on both acute care and the continuum of care, which is reflected in quality assurance programs and accreditation in Australia. This unit will assist with your understanding of the care journeys for health care consumers with complex health issues. It will also help you grow your specialist knowledge and skills to ensure that care is delivered in a safe, respectful, and person-centred way.

This unit focuses on and extends the specialist nursing role and the significance of that role in interprofessional communication and teamwork. You will be required to analyse and evaluate evidence-based, ethical specialist practice and shared clinical decision-making.

#### Foundations of specialty practice 2

The aim of this unit is to support you in evaluating the scientific basis upon which the practice components of specialist nursing care are based, fostering a clinical nurse with the knowledge and skills to deliver person-centred, evidence-based quality care within a dynamic profession.

Practicing at a specialist level in nursing requires specialist knowledge and skills. One important element is the knowledge of pathophysiology, focused on complex conditions and diseases seen in the specialist health care consumer cohort. Knowledge of pathophysiology and abnormal physiological processes associated with complex conditions help you analyse and evaluate the disease process. It will also help you understand, apply and develop an appropriate plan of care in a specialist clinical setting.

This unit will help you understand the pathophysiology of complex conditions and diseases and the scientific concepts underlying complex treatments (pharmacological and other treatments). Selection of content is based on complex health problems and recent advances in the specialist setting. It builds on the foundational bioscience, epidemiology, growth and development acquired in previous units. In addition, consideration is given to rehabilitative and/or palliative approaches to care in specialist clinical settings.

### **Quality and safety in health care**

This unit aims to ensure that you can effectively promote quality and safety, leading to better health outcomes, as well as cost efficiencies in a variety of health care settings. Managing health care in this way ensures the equitable distribution of shared health resources to those in need and therefore both respects the dignity of individuals and contributes to the common good.

Adverse events and poor-quality care can have a significant impact on health care costs and health system sustainability. This unit is essential for future leaders in health care who need to have specialised knowledge and skills in applying effective quality measures to administer culturally safe health services across a variety of health care contexts.

In this unit, you will explore the emergence of the quality movement and accreditation and safety standards that have been progressively driven by consumer expectations around safe, quality care, in preparing to become an effective health care administrator. This foundational knowledge is required to enable interpretation and evaluation of quality and safety processes and to develop a repertoire of quality improvement tools used to create strategies that improve quality and safety processes.

### **Interpreting health research**

This unit aims to develop confidence and competence in the application of evidence-based practice and interpretation of health literature.

An understanding of evidence-based practice and different research approaches is fundamental to research inquiry in any scientific discipline. This unit is essential in providing an opportunity for you to ask, acquire, interpret, analyse, synthesise, and integrate evidence to facilitate ongoing improvement in health care practice. Additionally, an understanding of the principles and philosophical positions underpinning different research approaches in health care is essential for you to critically evaluate research literature, and to undertake health inquiry, workplace projects or health research.

This unit addresses issues of evidence-based knowledge development and the methods and processes that health disciplines apply to health inquiry, project and research processes within a person-centred care environment. Ways to evaluate solutions to complex clinical issues/problems in the health care environment and formulate a relevant question/topic are addressed. In addition, you will develop skills to search for, 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, workplace project or health research.

### **Health care ethics: principles in practice**

This unit aims to support you in the application of principles of health care ethics to specific issues arising in your workplace. It also aims to promote the common good through serving the proper goals of health care practice.

Contemporary health care practitioners can face a range of clinical and extra-clinical ethical challenges. Such circumstances require responses informed by critical reflection and moral deliberation to inform advocacy and action. On the basis of key theoretical frameworks in ethics, this unit provides a broad-based introduction to applied ethics in health care.

### **Qualitative research methods**

The aim of this unit is to develop your knowledge and skills in relation to qualitative research methods to prepare you to undertake a scholarly research-based project.

It will give you a strong research foundation if you elect to undertake the research stream at masters degree level. This unit is necessary for you to gain the skills to plan and execute a substantial research-based project, capstone experience, and/or piece of scholarship that responds to an administrative, leadership, educational or clinical challenge in health care.

The unit meets the course objectives of preparing you to analyse and synthesise complex information and to use decision-making skills to respond to emerging challenges within a dynamic health environment. Specifically, this unit will develop your ability to use qualitative research methods in the context of ethical, person-centred, health-related research. A variety of research approaches will be explored. Research questions, design and methods for qualitative data collection and analysis will be examined with a view to developing and conducting rigorous qualitative research.

### **Quantitative research methods**

The aim of the unit is to develop your abilities to use quantitative research methods in the context of health-related research, developing a quantitative research proposal and report writing.

It will help you develop the ability to identify contemporary and relevant research questions, design and methods for quantitative data collection and analysis. You will be supported to develop skills in analysing and synthesising complex information, including concepts and theories associated with quantitative research processes. You will develop advanced decision-making skills in response to emerging challenges in health care that require advanced knowledge and skill of descriptive and inferential statistical methods, as well as the ability to analyse research validity and reliability.

### **Leadership in health care**

The aim of this unit is to introduce you to contemporary theory-based leadership practices in order to develop the knowledge and skills necessary for leading health service transformation.

Health care leaders must develop sound knowledge and skills to lead service transformation through transforming themselves and others. Today's leaders must demonstrate personal leadership characteristics, as well as the ability to empower others through role modelling and support to achieve their potential. This unit is necessary for future leaders who are required to lead others in planning, implementing and evaluating strategies and tools designed to resolve complex problems. Additionally, these leaders are asked to optimise health for diverse population communities, such as Aboriginal and Torres Strait Islander peoples, through innovative health administration practices that shape and improve health care systems.

### Research dissertation part A

The aim of this unit is to give you the opportunity to undertake self-motivated study and transition to lifelong learning as a self-reliant and critically reflective professional.

This unit and Research dissertation part B involve the completion of a research project leading to the preparation of an academic dissertation normally up to 15,000 and no more than 18,000 words in length. This unit will ensure you fulfill your masters course requirements. That is, the Australian Qualifications Framework's requirement for independent project work in a masters by coursework.

This unit supports you in applying a range of theoretically based advanced knowledge and skills to formulate a defensible research proposal that fosters culturally safe, high-quality effective health care. The proposal will be based on a review of the most relevant available literature. Under the guidance of an approved supervisor, you will conduct individual research projects in order to provide insight into the research question. You will be supported to evaluate the role of evidence-based ethical practice in creating an effective solution to a unique health-related administrative, leadership, educational or clinical challenge. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

### Research dissertation part B

The aim of this unit is to give you the opportunity to bring your research to a conclusion and transition to lifelong learning as a self-reliant and critically reflective professional.

The unit involves the completion of a research project, leading to the preparation of an academic dissertation normally up to 15,000 words and no more than 18,000 words in length. This unit is essential to fulfil the requirements of your masters course, that is, the Australian Qualifications Framework's requirement

for independent project work in a masters by coursework.

This unit supports you in applying a range of theoretically based advanced knowledge and skills to provide insight into an identified research question. The knowledge and skills will foster culturally safe, high-quality, effective health care through the supervised conduct of a defensible individual research project that addresses the question. In so doing, you will be supported to evaluate the role of evidence-based ethical practice in creating an effective solution to a unique health-related administrative, leadership, educational or clinical challenge. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

### Independent project 2

This unit gives you the opportunity to critically evaluate the role of evidence-based, ethical practice through investigation of a self-identified area of challenge and opportunity drawn from a clinical/professional issue previously studied in your 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 your workplace. As future health care leaders, it is essential for you to be able to apply a theoretical foundation in the leadership and development of independent initiatives in your workplace. This unit gives you an opportunity to apply a range of advanced knowledge and skills that foster culturally safe, high-quality health care through the creation of an effective solution to a unique administrative, leadership, educational or clinical challenge.

This unit is essential to fulfil your masters' requirements, that is, the Australian Qualifications Framework's requirement for independent project work in a masters by coursework. This unit aims to give you the opportunity to undertake self-motivated study and transition to lifelong learning as a self-reliant and critically reflective professional.



# HEALTH ADMINISTRATION

 Online, North Sydney

This suite of postgraduate programs in health administration is designed to expand your knowledge and skills in administrative and management foundations, while ensuring relevance to contemporary health care provision.

The graduate certificate gives you the skills to examine organisational culture through exploring concepts relating to change management and outcomes, and leadership strategies and skills. The graduate diploma gives you the opportunity to build on your administrative or management foundations by evaluating current approaches to policy development and implementation in health care delivery. In the diploma and masters programs, you have the option to pursue a project stream or a research stream.

In the masters program, the project stream consists of project work (20 credit points) and two electives. The research stream consists of a research dissertation (40 credit points).

As a graduate you will be able to:

- evaluate issues and challenges that confront the industry, health care professionals, and consumers of their services
- conceptualise new and creative approaches to health care administration to support service delivery in diverse health care settings

- connect theory, practice and research within health administration
- examine the ethical aspects of personal, social, cultural, environmental, and institutional changes within contemporary health care delivery and respond to such changes
- reflect on options and opportunities to enhance professional practice in contemporary local, regional, and global health care contexts
- contribute to values-based professional practice in dynamic and challenging environments.

These courses lead to a range of career pathways, including health leadership and/or management, research with local, national or international health-related organisations, such as the World Health Organisation, health practitioner regulation, health management consultancy, and/or academia. The breadth of course content provides an excellent foundation for potential leaders in a wide range of health-related environments.

**Entry requirements:** To apply for this course you must have completed a bachelor degree in a health discipline or equivalent.

## Graduate Certificate in Health Administration

 1 yr PT

## Graduate Diploma in Health Administration

 1 yr FT (or equivalent PT)

## Master of Health Administration

 1.5 yrs FT (or equivalent PT)





HEALTH ADMINISTRATION – SAMPLE COURSE MAP		
GRADUATE CERTIFICATE IN HEALTH ADMINISTRATION – YEAR 1 (PT ONLY)		
Semester 1	Organisational culture and management	Quality and safety in health care
Semester 2	Leadership in health care	Workforce management
GRADUATE DIPLOMA IN HEALTH ADMINISTRATION – YEAR 1 ADDITIONS		
Semester 1	Policy and planning in health care	Interpreting health research
Semester 2	<b>Research stream</b> Health care ethics: principles in practice	Qualitative research methods, <i>or</i> Quantitative research methods
	<b>Project stream</b> Health care ethics: principles in practice	Redesign in health service delivery
MASTER OF HEALTH ADMINISTRATION – YEAR 2		
Semester 1	<b>Research stream</b> Research dissertation part A	Research dissertation part B
	<b>Project stream</b> Independent project 2	Two electives

### Organisational culture and management

The aim of this unit is to provide you with a sound understanding of theories of organisational culture and the dynamic inter-relationship between the structure of health services and the agency of the health practitioner. This is in order to enable you to implement effective management strategies that are both safe and conducive to quality health care.

Health professional demographics show an ageing workforce. Health professionals who are quite new in their careers will increasingly be offered higher level duties in terms of health leadership and management positions. These management positions will be within an environment that is both complex and dynamic, but where quality and safety are paramount. One aspect of the complexity of health service organisations is organisational culture.

This unit is important if you are positioned in, or aspiring to, health leadership or management roles. It's for students who will need specialised knowledge and skill in evaluating solutions to complex problems associated with the dynamics of organisational culture. In this unit, you will critically analyse health care organisations and the management of health care staff from within the context of organisational culture. This aspect of health administration will be considered from within a framework of safety and quality and a safety culture will be highlighted. Strategies to create safe and supportive workplace cultures will also be considered.

### Quality and safety in health care

This unit aims to ensure that you can effectively promote quality and safety, leading to better health outcomes, as well as cost efficiencies in a variety of health care settings. Managing health care in this way ensures the equitable distribution of shared health resources to those in need and therefore both respects the dignity of individuals and contributes to the common good.

Adverse events and poor-quality care can have a significant impact on health care costs and health system sustainability. This unit is essential for future leaders in health care who need to have specialised knowledge and skills in applying effective quality measures to administer culturally safe health services across a variety of health care contexts.

In this unit, you will explore the emergence of the quality movement and accreditation and safety standards that have been progressively driven by consumer expectations around safe, quality care, in preparing to become an effective health care administrator. This foundational knowledge is required to enable interpretation and evaluation of quality and safety processes and to develop a repertoire of quality improvement tools used to create strategies that improve quality and safety processes.

### Leadership in health care

The aim of this unit is to introduce you to contemporary theory-based leadership practices in order to develop knowledge and skill necessary for leading health service transformation.

Health care leaders must develop sound knowledge and skills to lead service transformation through transforming themselves and others. Today's leaders must demonstrate personal leadership characteristics, as well as the ability to empower others through role modelling and support to achieve their potential. This unit is necessary for future leaders who are required to lead others in planning, implementing and evaluating strategies and tools designed to resolve complex problems. Additionally, these leaders are asked to optimise health for diverse population communities, such as Aboriginal and Torres Strait Islander peoples, through innovative health administration practices that shape and improve health care systems.

### Workforce management

Today's health administrators need to be able to effectively manage the health care workforce within their area of responsibility. Therefore, this unit is necessary for current and future health administrators who will need to apply evidence-based knowledge and skills to analyse, evaluate, generate and communicate solutions to complex problems, such as forecasting workforce demand and supply, staff recruitment and retention, and facilitating employee wellbeing and engagement.

Health administrators are in a good position to provide their organisation with a competitive advantage within the health sector if they possess specialised knowledge and skill in ensuring organisational best fit by aligning individual employee goals with organisational goals. They should also be skilled in evaluating workforce-related problems and able to employ ethical approaches to workforce management.

In this unit, workforce management principles and practices will be critically examined. Strategies and skills to promote employee wellbeing while maximising the allocation and use of resources, and enhancing accountability will be discussed. Employment relations, diversity, ethics, employee wellbeing, and social responsibility will be critically analysed within this context.

This unit will provide you with an opportunity to discuss the theories that relate to the management of resources in health care organisations and to develop knowledge and skills relevant to workforce management to ensure that health care organisations are well-equipped to meet current and future workforce needs.

### **Policy and planning in health care**

The aim of this unit is to provide opportunities to explore policy decision-making processes, analyse underlying assumptions associated with policy decisions, evaluate outcomes of policy decisions, and appraise potential issues for policy reform.

As an aspiring health care leader, it is essential for you to understand the contexts within which health care decisions are made, including social, economic, political and technological contexts. While many health care decisions are made at the local level, decisions made at policy level will have an impact on all levels of health care and on all practitioners working within the health care system. Accordingly, this unit will support your ability to plan, implement and evaluate policy-related strategies that promote effective, culturally safe health service administration in a variety of health settings and among diverse communities, including Aboriginal and Torres Strait Islander people. You will also be supported to develop specialised skills in analysing and evaluating solutions to complex problems that are associated with policy development, planning and implementation, as well as the consequential outcomes of policy decisions.

This unit provides an opportunity to analyse issues that relate to policy development, planning and implementation in health care service delivery in Australia. This unit is founded on a social justice and equity framework, with a special focus on evaluating policies that impact on the health of disadvantaged people, as well as on strategies that will reform policymaking, delivery and financing of health care in Australia.

### **Interpreting health research**

This unit aims to develop confidence and competence in the application of evidence-based practice and interpretation of health literature.

An understanding of evidence-based practice and different research approaches is fundamental to research inquiry in any scientific discipline. This unit will give you the opportunity to ask, acquire, interpret, analyse, synthesise, and integrate evidence to facilitate ongoing improvement in health care practice. An understanding of the principles and philosophical positions underpinning different research approaches in health care is essential for you to critically evaluate research literature, and to undertake health inquiry, workplace projects or health research.

This unit addresses issues of evidence-based knowledge development and the methods and processes that health disciplines apply to health inquiry, project and research processes within a person-centred care environment. Ways to evaluate solutions to complex clinical issues/problems in the health care environment and formulate a relevant question/topic are addressed. In addition, you will develop skills to search for, 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, workplace project or health research.

### **Health care ethics: principles in practice**

This unit aims to support you in the application of principles of health care ethics to specific issues arising in your workplace. It also aims to promote the common good through serving the proper goals of health care practice.

Contemporary health care practitioners can face a range of clinical and extra-clinical ethical challenges. Such circumstances require responses informed by critical reflection and moral deliberation to inform advocacy and action. On the basis of key theoretical frameworks in ethics, this unit provides a broad-based introduction to applied ethics in health care.

### **Qualitative research methods**

The aim of this unit is to develop your knowledge and skills in relation to qualitative research methods so as to prepare you to undertake a scholarly research-based project.

It will give you a strong research foundation for those who elect to undertake the research stream at masters degree level. This unit is necessary for you to gain the skills needed to plan and execute a substantial research-based project, capstone experience, and/or piece of scholarship that responds to an administrative, leadership, educational or clinical challenge in health care.

The unit meets the course objectives of preparing you to analyse and synthesise complex information and to use decision-making skills to respond to emerging challenges within a dynamic health environment. Specifically, this unit aims to develop your ability to use qualitative research methods in the context of ethical, person-centred, health-related research. A variety of research approaches will be explored. Research questions, design and methods for qualitative data collection and analysis will be examined with a view to developing and conducting rigorous qualitative research.

### **Quantitative research methods**

The aim of the unit is to develop your abilities to use quantitative research methods in the context of health-related research, developing a quantitative research proposal and report writing.

It will help you develop the ability to identify contemporary and relevant research questions, design and methods for quantitative data collection and analysis. You will be supported to develop skills in analysing and synthesising complex information, including concepts and theories associated with quantitative research processes. You will develop advanced decision-making skills in response to emerging challenges in health care that require advanced knowledge and skill of descriptive and inferential statistical methods, as well as the ability to analyse research validity and reliability.

### **Research dissertation part A**

The aim of this unit is to give you the opportunity to undertake self-motivated study and transition to lifelong learning as a self-reliant and critically reflective professional.

This unit and Research dissertation part B involve the completion of a research project leading to the preparation of an academic dissertation normally up to 15,000 and no more than 18,000 words in length. This required unit will ensure you fulfill your masters course requirements. That is, the Australian Qualifications Framework's requirement for independent project work in a masters by coursework.



This unit supports you in applying a range of theoretically based advanced knowledge and skills that foster culturally safe, high-quality effective health care through the identification of a research question and the ability to formulate a defensible research proposal based on a review of the most relevant available literature. Under the guidance of an approved supervisor, you will conduct individual research projects in order to provide insight into research questions. You will be supported to evaluate the role of evidence-based ethical practice in creating an effective solution to a unique health-related administrative, leadership, educational or clinical challenge. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

#### **Research dissertation part B**

The aim of this unit is to provide you the opportunity to bring your research to a conclusion and transition to lifelong learning as a self-reliant and critically reflective professional.

It involves the completion of a research project, leading to the preparation of an academic dissertation normally up to 15,000 words and no more than 18,000 words in length. This unit is necessary to fulfil the requirements of your masters course, that is, the Australian Qualifications Framework's requirement for independent project work in a masters by coursework.

This unit supports you in applying a range of theoretically based advanced knowledge and skills that foster culturally safe, high-quality, effective health care through the supervised conduct of a defensible individual research project in order to provide insight into an identified research question. You will be supported in evaluating the role of evidence-based ethical practice in creating an effective solution to a unique health-related administrative, leadership, educational or clinical challenge. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

#### **Independent project 2**

This unit gives you the opportunity to critically evaluate the role of evidence-based, ethical practice through investigation of a self-identified area of challenge and opportunity drawn from a clinical/professional issue previously studied in your 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 your workplace. As a future health care leader, it is essential for you to be able to apply a theoretical foundation in the leadership and development of independent initiatives in your workplace. This unit gives you an opportunity to apply a range of advanced knowledge and skills that foster culturally safe, high-quality health care through the creation of an effective solution to a unique administrative, leadership, educational or clinical challenge.

This unit is necessary to fulfil your masters' requirements, that is, the Australian Qualifications Framework's requirement for independent project work in a masters by coursework. This unit gives you the opportunity to undertake self-motivated study and transition to lifelong learning as a self-reliant and critically reflective professional.

# LEADERSHIP AND MANAGEMENT IN HEALTH CARE

## Master of Leadership and Management in Health Care

📍 Online, North Sydney 🕒 2 yrs FT (or equivalent PT)

This course is designed to prepare ethical and effective health care leaders and managers who will be able to lead health service delivery into the future. The course has a strong focus on strategic organisational management, leading change in health service delivery, clinical redesign and in being a facilitative leader who is able to engage staff on developing innovative quality improvements.

This course will appeal to students who want to develop strong leadership and effective management skills that they can apply across a range of health care environments.

The course is offered at masters level only, with exit options being the Graduate Certificate in Health Administration or the Graduate Diploma in Health Administration.

**Career outcomes:** As a graduate of the course you will be well-equipped to lead and manage a range of health care services from a local, national and global perspective. Potential roles include health services manager, nurse unit manager, chief executive officer in a health facility, leader or manager in a humanitarian or social welfare organisation, or manager of a public or private health-related facility.

**Entry requirements:** To apply for this course you must have completed:

- the equivalent of an Australian bachelor degree in a health or human services related discipline, or
- the equivalent of an Australian Graduate Certificate in Health Administration or Graduate Diploma in Health Administration, or
- the equivalent of an Australian bachelor degree in any discipline and relevant work experience in a health or human services role.

MASTER OF LEADERSHIP AND MANAGEMENT IN HEALTH CARE – SAMPLE COURSE MAP					
YEAR 1	Semester 1	Organisational culture and management	Quality and safety in health care	Policy and planning in health care	Interpreting health research
	Semester 2	Leadership in health care	Workforce management	Elective	Health care ethics: principles in practice
YEAR 2	Semester 1	Strategic management in health service delivery	Money management	Facilitative leadership, coaching and mentoring	Elective
	Semester 2	Independent project 2		Leading change in health services	Redesign in health service delivery

### Organisational culture and management

The aim of this unit is to provide you with a sound understanding of theories of organisational culture and the dynamic inter-relationship between the structure of health services and the agency of the health practitioner. This is in order to enable you to implement effective management strategies that are both safe and conducive to quality health care.

Health professional demographics show an ageing workforce. Health professionals who are quite new in their careers will increasingly be offered higher level duties in terms of health leadership and management positions. These management positions will be within an environment that is both complex and dynamic, but where quality and safety are paramount. One aspect of the complexity of health service organisations is organisational culture.

This unit is important if you are positioned in, or aspiring to, health leadership or management roles. It's for students who will need specialised knowledge and skill in evaluating solutions to complex problems associated with the dynamics of organisational culture. In this unit, you will critically analyse health care organisations and the management of health care staff from within the context of organisational culture. This

aspect of health administration will be considered from within a framework of safety and quality and a safety culture will be highlighted. Strategies to create safe and supportive workplace cultures will also be considered.

### Quality and safety in health care

This unit aims to ensure that you can effectively promote quality and safety, leading to better health outcomes, as well as cost efficiencies in a variety of health care settings. Managing health care in this way ensures the equitable distribution of shared health resources to those in need and therefore both respects the dignity of individuals and contributes to the common good.

Adverse events and poor-quality care can have a significant impact on health care costs and health system sustainability. This unit is essential for future leaders in health care who need to have specialised knowledge and skills in applying effective quality measures to administer culturally safe health services across a variety of health care contexts.

In this unit, you will explore the emergence of the quality movement and accreditation and safety standards that have been progressively driven by consumer expectations around safe, quality care, in preparing to become an effective health care administrator. This foundational knowledge is required to enable

interpretation and evaluation of quality and safety processes and to develop a repertoire of quality improvement tools used to create strategies that improve quality and safety processes.

### **Policy and planning in health care**

The aim of this unit is to provide opportunities to explore policy decision-making processes, analyse underlying assumptions associated with policy decisions, evaluate outcomes of policy decisions, and appraise potential issues for policy reform.

As an aspiring health care leader, it is essential for you to understand the contexts within which health care decisions are made, including social, economic, political and technological contexts. While many health care decisions are made at the local level, decisions made at policy level will have an impact on all levels of health care and on all practitioners working within the health care system. Accordingly, this unit will support your ability to plan, implement and evaluate policy-related strategies that promote effective, culturally safe health service administration in a variety of health settings and among diverse communities, including Aboriginal and Torres Strait Islander people. You will also be supported to develop specialised skills in analysing and evaluating solutions to complex problems that are associated with policy development, planning and implementation, as well as the consequential outcomes of policy decisions.

This unit provides an opportunity to analyse issues that relate to policy development, planning and implementation in health care service delivery in Australia. This unit is founded on a social justice and equity framework, with a special focus on evaluating policies that impact on the health of disadvantaged people, as well as on strategies that will reform policymaking, delivery and financing of health care in Australia.

### **Interpreting health research**

This unit aims to develop confidence and competence in the application of evidence-based practice and interpretation of health literature.

An understanding of evidence-based practice and different research approaches is fundamental to research inquiry in any scientific discipline. This unit is essential in providing an opportunity for you to ask, acquire, interpret, analyse, synthesise, and integrate evidence to facilitate ongoing improvement in health care practice. Additionally, an understanding of the principles and philosophical positions underpinning different research approaches in health care is essential for you to critically evaluate research literature, and to undertake health inquiry, workplace projects or health research.

This unit addresses issues of evidence-based knowledge development and the methods and processes that health disciplines apply to health inquiry, project and research processes within a person-centred care environment. Ways to evaluate solutions to complex clinical issues/problems in the health care environment and formulate a relevant question/topic are addressed. In addition, you will develop skills to search for, 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, workplace project or health research.

### **Leadership in health care**

The aim of this unit is to introduce you to contemporary theory-based leadership practices in order to develop knowledge and skill necessary for leading health service transformation.

Health care leaders must develop sound knowledge and skills to lead service transformation through transforming themselves and others. Today's leaders must demonstrate personal leadership characteristics, as well as the ability to empower others through role modelling and support to achieve their

potential. This unit is necessary for future leaders who are required to lead others in planning, implementing and evaluating strategies and tools designed to resolve complex problems. Additionally, these leaders are asked to optimise health for diverse population communities, such as Aboriginal and Torres Strait Islander peoples, through innovative health administration practices that shape and improve health care systems.

### **Workforce management**

Today's health administrators need to be able to effectively manage the health care workforce within their area of responsibility. Therefore, this unit is necessary for current and future health administrators who will need to apply evidence-based knowledge and skills to analyse, evaluate, generate and communicate solutions to complex problems, such as forecasting workforce demand and supply, staff recruitment and retention, and facilitating employee wellbeing and engagement.

Health administrators are in a good position to provide their organisation with a competitive advantage within the health sector if they possess specialised knowledge and skill in ensuring organisational best fit by aligning individual employee goals with organisational goals. They should also be skilled in evaluating workforce-related problems and able to employ ethical approaches to workforce management.

In this unit, workforce management principles and practices will be critically examined. Strategies and skills to promote employee wellbeing while maximising the allocation and use of resources, and enhancing accountability will be discussed. Employment relations, diversity, ethics, employee wellbeing, and social responsibility will be critically analysed within this context.

This unit provides an opportunity to discuss the theories that relate to the management of resources in health care organisations and to develop knowledge and skills relevant to workforce management to ensure that health care organisations are well-equipped to meet current and future workforce needs.

### **Health care ethics: principles in practice**

Contemporary health care practitioners can face a range of clinical and extra-clinical ethical challenges. Such circumstances require responses informed by critical reflection and moral deliberation to inform advocacy and action. On the basis of key theoretical frameworks in ethics, this unit provides a broad-based introduction to applied ethics in health care. The unit aims to support you in the application of principles of health care ethics to specific issues arising in your workplace settings. It also aims to promote the common good through serving the proper goals of health care practice.

### **Strategic management in health service delivery**

This unit addresses health system design, delivery and evaluation. Globalisation has brought the need for health care management to be strategically planned and delivered, with an awareness of both local and global implications. A broad-based response or approach may be required to address health service issues. This unit will help you develop a comprehensive understanding of the knowledge and skills (including critical analysis skills) required to apply a contextual, integrative approach to strategic management in health service delivery.

In this unit you will consider the broad context and theoretical foundation of strategic health service management, with reference to health service funding and delivery. You will reflect on and critically evaluate the role of evidence-based ethical management practice in responding to challenges and opportunities, including consumer advocacy and political lobbying for the common good. In critically evaluating strategic, contemporary health service management, you will apply advanced knowledge to develop skills in addressing national and international health priorities from a long-term, consultative, social justice and equity perspective.



The aim of this unit is to provide you with a comprehensive understanding of the theoretical basis underpinning health care management strategy and the ability to evaluate the implications of strategic decisions on health outcomes.

### **Money management**

The aim of this unit is to enable you to develop essential accounting and financial planning and forecasting skills required for organisation management. It has been proven that a lack of knowledge and ethical accounting and financial analysis skills are catastrophic to the business world. This unit will provide you with a broad-based introduction to accounting and finance concepts and their practical application in management decision-making without in-depth technical detail. You will be given a non-specialist grounding in accounting and financial management so that you can appreciate the financial dimensions of decisions within business. Moreover, the unit is grounded in the role of ethics and corporate social responsibility within the context of financial management in the promotion of the common good. The unit will enable you to recognise the impact of economic transactions on a business's financial and operating capability.

### **Facilitative leadership, coaching and mentoring**

Health care leaders and managers are expected to have a range of skills to meet the challenges involved in leading staff through a diverse and dynamic workplace environment. These challenges include ensuring patient safety; managing staff productivity; performance and retention; and taking lead responsibility for quality improvement and cost efficiencies. This unit is necessary for you to be able to meet these types of challenges.

You will be supported in developing an advanced range of theoretically based knowledge and skills that guide and shape practice improvement. This will be achieved through establishing creative solutions and facilitative processes that promote staff engagement, empowerment and retention; support team cohesion and collaboration; and are more likely to result in a safe, high-quality health care environment. Facilitative leadership, coaching and mentoring is based on mutual respect, trust and value alignment. It results in collective responsibility for patient safety and it fosters innovation in practice by promoting creativity and critical thinking.

This unit aims to prepare you with advanced facilitative leadership, coaching and mentoring knowledge and skills. These are required to build your capacity to apply a systems approach in facilitating, coaching and mentoring staff in working effectively together for the common good in a variety of health care settings.

### **Independent project 2**

This unit gives you the opportunity to critically evaluate the role of evidence-based, ethical practice through investigation of a self-identified area of challenge and opportunity drawn from a clinical/professional issue previously studied in your 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 your workplace. As future health care leaders, it is essential for

you to be able to apply a theoretical foundation in the leadership and development of independent initiatives in your workplace. This unit gives you an opportunity to apply a range of advanced knowledge and skills that foster culturally safe, high-quality health care through the creation of an effective solution to a unique administrative, leadership, educational or clinical challenge.

This unit is essential to fulfil your masters' requirements, that is, the Australian Qualifications Framework's requirement for independent project work in a masters by coursework. This unit aims to give you the opportunity to undertake self-motivated study and transition to lifelong learning as a self-reliant and critically reflective professional.

### **Leading change in health services**

This unit builds on previous units in the course that focused on organisational culture and management quality and safety in health care, leadership, and workforce management. These are critical aspects for effective leadership in a health care environment. Understanding organisational culture is essential for leading staff in managing resources for innovative practice improvement and implementing change processes.

This unit is essential for you to be able to use advanced knowledge and skills to create strategies for organisational change. These strategies are founded on an evidence-based critical application of change theory; collaborative communication; workforce management; and effective leadership. As a leader in driving change, you will be supported in developing and applying the necessary skills to predict potential outcomes of change and the impact on workforce, organisational performance and safety and quality improvement.

The aim of this unit is to develop health care leaders who will demonstrate competencies necessary to address health service challenges and lead staff in opportunities for socially responsible change capacity building and quality improvement in a complex, evolving environment from both a national and international perspective.

### **Redesign in health service delivery**

The aim of this unit is to prepare leaders and managers of the future who can initiate and monitor redesign in health service delivery in practice that will lead to sustainable change in health service processes, improvements in organisational performance and better health outcomes.

Future health service delivery will undergo substantial change due to an ageing population, high morbidity due to chronic diseases, technological advancement, changes in consumer expectations and economic constraints. These influences create pressures for new models of care and new, sustainable ways of building efficiencies into health care processes. This unit is essential for you to develop theoretically based knowledge and skills in redesigning health services; to be able to critically evaluate the role of evidence-based ethical practice in leading and managing process improvements; and to create effective cost efficiencies and better resource utilisation within a range of health care settings.

# MENTAL HEALTH NURSING

📍 Online

Our suite of mental health nursing programs for registered nurses develops graduates with knowledge and skills at a specialist and advanced level.

The mental health nursing programs offer:

- opportunities for nurses who are already working in a mental health service, but have no formal postgraduate mental health qualification
- a shift in focus from acute inpatient treatment to recovery-orientated and trauma-informed care philosophy and content
- a specified unit in cognitive behavioural therapy
- professional development opportunities to keep pace with change to mental health legislation, policy and service delivery
- articulation between the graduate certificate, graduate diploma and masters programs
- opportunities to build the required knowledge, skills, and competencies for the workforce
- preparation to respond to the needs of consumers and carers.

**Entry requirements:** To apply for this course you must:

- have completed a Bachelor of Nursing or higher, and
- provide written confirmation from your employer that you are employed in a mental health service.

**Career outcomes:**

- clinician
- case manager/worker
- team leader
- service manager
- triage manager
- psychiatric consultant and liaison nurse.

**Accreditation:** Our Graduate Diploma in Mental Health Nursing and Master of Mental Health Nursing were the first programs to be accredited under the Australian College of Mental Health Nurses ACMHN National Framework for Postgraduate Mental Health Nursing Education.

**Note:** Registered nurses who successfully complete the Graduate Diploma of Mental Health Nursing or Master of Mental Health Nursing will meet the qualification criteria of the Australian College of Mental Health Nurses Credential for Practice Program.

ACU also offers generic postgraduate mental health programs for allied health professionals for which the entry requirements are:

- a bachelor degree (or higher) in a health discipline
- written confirmation from your employer that your workplace duties bring you into regular contact with people who have mental health problems.

Please visit our website for more information.

## Graduate Certificate in Mental Health Nursing

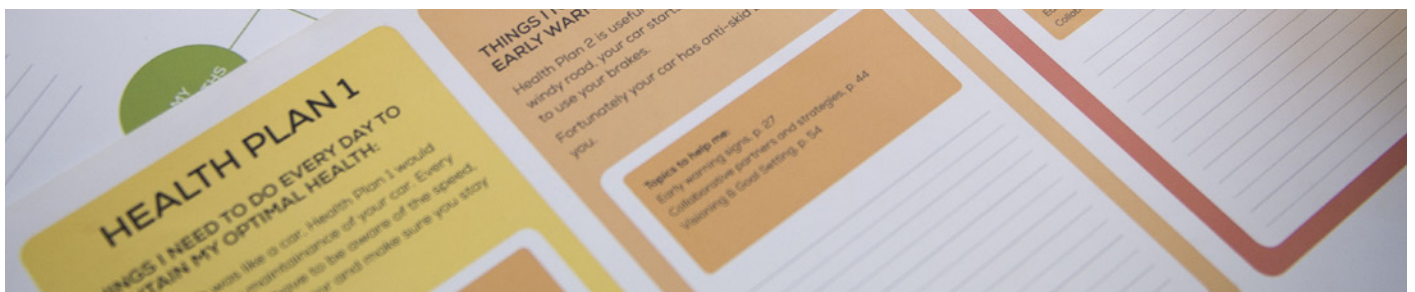
🕒 1 yr PT

## Graduate Diploma in Mental Health Nursing

🕒 1 yr FT (or equivalent PT)

## Master of Mental Health Nursing

🕒 1.5 yrs FT (or equivalent PT)



MENTAL HEALTH NURSING – SAMPLE COURSE MAP		
GRADUATE CERTIFICATE IN MENTAL HEALTH NURSING – YEAR 1 (PT ONLY)		
Semester 1	Holistic individual-centred mental health nursing practice	Recovery oriented mental health nursing
Semester 2	Health promotional and social inclusion in mental health nursing	Reflective practice and clinical supervision in mental health nursing
GRADUATE DIPLOMA IN MENTAL HEALTH NURSING – YEAR 1 ADDITIONS		
Semester 1	Cognitive behavioural therapy	Interpreting health research
Semester 2	<b>Research stream</b> Health care ethics: principles in practice	Qualitative research methods, <i>or</i> Quantitative research methods
	<b>Project stream</b> Health care ethics: principles in practice	Leadership in health care
MASTER OF MENTAL HEALTH NURSING – YEAR 2		
Semester 1	<b>Research stream</b> Research dissertation part A	Research dissertation part B
	<b>Project stream</b> Mental health nursing project	Two electives

### Holistic individual-centred mental health nursing practice

The aim of this unit is to prepare you to provide holistic recovery-orientated care in a mental health practice setting.

Its focus is 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. It supports the individual to recover and achieve a fulfilling life within their already existent relationships and social networks.

### Recovery oriented mental health nursing

In Australia, it is estimated that mental illness will affect at least one in five adults and one in 10 children in any given year. The growing number of people diagnosed with mental illness indicates a need for clinicians to utilise targeted strategies to support appropriate interventions and recovery-oriented models of care.

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

You will develop an understanding of and apply recovery-oriented principles to your clinical practice and critically reflect on the way in which your learning has impacted on your practice.

### Health promotion and social inclusion in mental health nursing

This unit will enable you to critically evaluate the relationship between mental health and physical health, and the social inequalities of health experienced by individuals. The physical health of individuals with an underlying mental health condition who experience the phenomenon of diagnostic overshadowing will be explored. Challenges associated with coexisting health conditions, including alcohol and other drug use, psychopharmacological agents and the impact on the individual will be examined. You will identify strategies and policies for health promotion, prevention and early intervention. Within a multidisciplinary team approach you will explore issues related to access and utilisation of health resources for recovery. This unit will broaden and enhance your knowledge and skills in applying effective health promotion strategies for individuals with a mental health condition.

### Reflective practice and clinical supervision in mental health nursing

This unit explores the principles underpinning personal and professional development and reflective practice. It will promote the development of higher order critical thinking supportive of professional mental health nursing practice at an advanced level. You will explore the importance of self-awareness when monitoring your own practice and the extent to which you work within personal, professional and organisational values and principles. You will explore contemporary opinion and research on emotional intelligence/literacy and how this relates to your practice in mental health nursing. A focus on continuing professional development and clinical supervision activities to enhance knowledge, skills, values and attitudes needed for safe and effective mental health nursing practice will be incorporated.



### **Cognitive behaviour therapy**

Cognitive behavioural therapy (CBT) is an intervention of choice in contemporary mental health service delivery. It's been demonstrated to be an effective treatment option for a diverse range of consumers. Mental health practitioners therefore need a range of knowledge and skills to successfully facilitate CBT in partnership with consumers.

In this unit you will utilise simulated and real consumer case studies to apply knowledge and skills related to CBT in an integrated fashion 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 the consumer.

The aim of this unit is to grow your knowledge and skills gained from other units to build additional, theoretically informed knowledge of culturally responsive, ethical CBT practices.

### **Interpreting health research**

This unit aims to develop confidence and competence in the application of evidence-based practice and interpretation of health literature.

An understanding of evidence-based practice and different research approaches is fundamental to research inquiry in any scientific discipline. Thus, this unit is essential in providing an opportunity for you to ask, acquire, interpret, analyse, synthesise, and integrate evidence to facilitate ongoing improvement in health care practice. Additionally, an understanding of the principles and philosophical positions underpinning different research approaches in health care is essential for postgraduate students to critically evaluate research literature, and to undertake health inquiry, workplace projects or health research.

This unit addresses issues of evidence-based knowledge development and the methods and processes that health disciplines apply to health inquiry, project and research processes within a person-centred care environment. Ways to evaluate solutions to complex clinical issues/problems in the health care environment and formulate a relevant question/topic are addressed. In addition, you will develop skills to search for, read and interpret relevant literature. You will also develop approaches to analysis and synthesis of literature as a preparatory step in writing a literature review for a proposed health inquiry, workplace project or health research.

### **Health care ethics: principles in practice**

This unit aims to support you in the application of principles of health care ethics to specific issues arising in your workplace. It also aims to promote the common good through serving the proper goals of health care practice.

Contemporary health care practitioners can face a range of clinical and extra-clinical ethical challenges. Such circumstances require responses informed by critical reflection and moral deliberation to inform advocacy and action. On the basis of key theoretical frameworks in ethics, this unit provides a broad-based introduction to applied ethics in health care.

### **Qualitative research methods**

The aim of this unit is to develop your knowledge and skills in relation to qualitative research methods to prepare you to undertake a scholarly research-based project.

It will give you a strong research foundation if you elect to undertake the research stream at masters degree level. This unit is necessary for you to gain the skills to plan and execute a substantial research-based project, capstone experience, and/or piece of scholarship that responds to an administrative, leadership, educational or clinical challenge in health care.

The unit meets the course objectives of preparing you to analyse and synthesise complex information and to use decision-making skills to respond to emerging challenges within a dynamic health environment. Specifically, this unit will develop your ability to use qualitative research methods in the context of ethical, person-centred, health-related research. A variety of research approaches will be explored. Research questions, design and methods for qualitative data collection and analysis will be examined with a view to developing and conducting rigorous qualitative research.

### **Quantitative research methods**

The aim of the unit is to develop your abilities to use quantitative research methods in the context of health-related research, developing a quantitative research proposal and report writing.

It will help you develop the ability to identify contemporary and relevant research questions, design and methods for quantitative data collection and analysis. You will be supported to develop skills in analysing and synthesising complex information, including concepts and theories associated with quantitative research processes. You will develop advanced decision-making skills in response to emerging challenges in health care that require advanced knowledge and skill of descriptive and inferential statistical methods, as well as the ability to analyse research validity and reliability.

### **Leadership in health care**

The aim of this unit is to introduce you to contemporary theory-based leadership practices in order to develop the knowledge and skills necessary for leading health service transformation.

Health care leaders must develop sound knowledge and skills to lead service transformation through transforming themselves and others. Today's leaders must demonstrate personal leadership characteristics, as well as the ability to empower others through role modelling and support to achieve their potential. This unit is necessary for future leaders who are required to lead others in planning, implementing and evaluating strategies and tools designed to resolve complex problems. Additionally, these leaders are asked to optimise health for diverse population communities, such as Aboriginal and Torres Strait Islander peoples, through innovative health administration practices that shape and improve health care systems.

### **Research dissertation part A**

The aim of this unit is to give you the opportunity to undertake self-motivated study and transition to lifelong learning as a self-reliant and critically reflective professional.

This unit and Research dissertation part B involve the completion of a research project leading to the preparation of an academic dissertation normally up to 15,000 and no more than 18,000 words in length. This unit will ensure you fulfill your masters course requirements. That is, the Australian Qualifications Framework's requirement for independent project work in a masters by coursework.

This unit supports you in applying a range of theoretically based advanced knowledge and skills that foster culturally safe, high-quality, effective health care through the identification of a research question and the ability to formulate a defensible research proposal based on a review of the most relevant available literature. Under the guidance of an approved supervisor, you will conduct individual research projects in order to provide insight into the research question. You will be supported to evaluate the role of evidence-based ethical practice in creating an effective solution to a unique health-related administrative, leadership, educational or clinical challenge. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.



### **Research dissertation part B**

The aim of this unit is to give you the opportunity to bring your research to a conclusion and transition to lifelong learning as a self-reliant and critically reflective professional.

The unit involves the completion of a research project, leading to the preparation of an academic dissertation normally up to 15,000 words and no more than 18,000 words in length. This unit will ensure you fulfill your masters course requirements. That is, the Australian Qualifications Framework's requirement for independent project work in a masters by coursework.

This unit supports you in applying a range of theoretically based advanced knowledge and skills that foster culturally safe, high-quality, effective health care through the supervised conduct of a defensible individual research project in order to provide insight into an identified research question. In so doing, you will be supported to evaluate the role of evidence-based ethical practice in creating an effective solution to a unique health-related administrative, leadership, educational or clinical challenge. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

### **Mental health nursing project**

This unit gives you the opportunity to investigate a self-identified topic from an area of study drawn from a clinical/professional issue previously studied in the Master of Mental Health Nursing. The topic of study must be able to be extended and be measurable, appropriate for the level of the course, and meet workplace quality assurance requirements. Approval will be sought to conduct project topics in your workplace. Projects will be conducted under the supervision of an ACU staff member in the position of postgraduate course coordinator for the Master of Mental Health Nursing.

### **Advanced recovery theory and practice (elective)**

This unit builds on and extends your 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, lifespan 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.

# MIDWIFERY

## Bachelor of Midwifery (Graduate Entry)

 Brisbane\*, Melbourne\*\*  2 yrs FT (or equivalent PT)

Midwifery goes beyond the birth of babies. Learn how to manage normal pregnancy and childbirth, and provide effective postnatal maternal and newborn care in any maternity setting. As a graduate you can pursue a range of careers, including midwife, consultant midwife, clinical specialist, antenatal educator, or researcher. This two-year graduate entry program is designed to allow registered nurses and bachelor-qualified paramedics to become registered midwives.

**Entry requirements:** To apply for this course you must have completed:

- a Bachelor of Nursing with a grade point average (GPA) of at least 4.0 and be a registered nurse with the Australian Health Practitioner Regulation Agency (AHPRA), and have a minimum of one year post-registration clinical practice, or
- a Bachelor of Paramedicine with a GPA of at least 4.0 and be a practising paramedic with a minimum of one year field experience.

**Accreditation:** This course is accredited by the Australian Nursing and Midwifery Accreditation Council (ANMAC).

BACHELOR OF MIDWIFERY (GRADUATE ENTRY) – SAMPLE COURSE MAP

YEAR 1	Semester 1	Introduction to midwifery and care of the pregnant woman (intensive**)	Introduction to midwifery practice (intensive*)	Midwifery care of the birthing woman	Clinical midwifery practice 2
	Semester 2	Perinatal mental health	Midwifery care of the woman with complex needs	Clinical midwifery practice 3	Indigenous health and culture
YEAR 2	Semester 1	Midwifery care of the postnatal woman and family	Babies needing extra care	Clinical midwifery practice 4: caring for babies	
	Semester 2	Global perspectives on midwifery	The inquiring midwife	Clinical midwifery practice 5	

\* Away From Base mode is also offered in Brisbane for Aboriginal and Torres Strait Islander students only. \*\* Subject to confirmation. Please check the website for updates. \*\*\* Unit commences prior to Semester 1 (two-week intensive).

### Introduction to midwifery and care of the pregnant woman

The aim of this unit is to introduce you to contemporary midwifery concepts and develop an understanding of a midwife's role in primary health care.

It focuses on the alterations and changes in the antenatal period, the intrapartum period and the immediate postpartum period, inclusive of the midwifery assessment skills needed to assess and respond to the care needs of the woman and baby. Models of maternity care and the role of the midwife in primary health care will be explored in the context of woman-centred, evidence-based practice. The concept of community engagement will be introduced in this unit as an element of reflective practice and promotion of the common good. The introduction to midwifery unit is necessary to support the transition from nursing or paramedicine into the midwifery profession by embedding knowledge of the biological and psychosocial changes associated with pregnancy and birth.

### Introduction to midwifery practice

The aim of this unit is to provide the foundations on which clinical assessments are based, and model the way you will contextualise theoretical knowledge through clinical practice.

It supports your transition from nursing or paramedicine into midwifery by providing an opportunity to integrate theoretical and practical knowledge in simulation laboratories and supervised clinical practice. Foundational midwifery practice skills will be developed and extended through scenario-based learning in the health simulation centre. This is followed by a period of supervised clinical midwifery practice. Continuity of care experiences (CCE) will then commence. This unit will help you develop skills to support women during labour and birth and the immediate period following birth, in collaboration with midwives and the health care team.

### **Midwifery care of the birthing woman**

The aim of this unit is to introduce you to contemporary concepts in relation to midwifery care of the birthing woman.

It focuses on the development of midwifery knowledge and attitudes related to working with women during labour and birth in a culturally competent way. The pre-pregnancy and antenatal knowledge from previous units provides the building blocks for learning in this unit. Common interventions observed in labour and birth and knowledge of common medications will be explored.

This unit will further develop your midwifery knowledge, specifically in relation to normal physiological changes during labour, birth and the immediate postpartum period.

### **Clinical midwifery practice 2**

The aim of this second clinical midwifery practice unit is to provide the foundations on which clinical assessments are based, and model the way you contextualise your theoretical knowledge through clinical practice.

It extends and integrates learning from Clinical midwifery practice 1 or Introduction to midwifery practice, through simulation laboratories and supervised clinical practice, with a focus on normal labour and birth. The common interventions in labour and birth will be examined within the simulated environment to build confidence and skills prior to the clinical component of the unit. You will continue to participate in, and learn from, the continuity of care experience (CCE). This unit will help you develop knowledge and skills to support women during labour and birth and the immediate period following birth, in collaboration with midwives and health care teams.

### **Perinatal mental health**

The aim of this unit is to increase your knowledge of contemporary midwifery practice so you can support women and families challenged by mental health issues.

It gives you the opportunity to develop an understanding of mental health and mental illness in pregnancy, childbirth and the postnatal period. The impact of mental health disorders on attachment, early parenting, the baby and family will be explored. The unit will extend your midwifery knowledge on assessment and care planning, specifically in relation to childbearing women with mental illness.

### **Midwifery care of the woman with complex needs**

The aim of this unit is to build on earlier learning about physiological processes of childbirth, and extend your knowledge of assessment and care planning for women experiencing birthing complications and emergencies in the antenatal, intranatal and postnatal period.

It extends your knowledge of the complications and emergency situations in childbearing and the related midwifery and obstetric management. The unit focuses on the collaborative role of the midwife, referral, use of medical technology and medications, obstetric intervention, and the implications of complications for these women, their families, and care providers. It will further develop your midwifery knowledge, specifically in relation to birthing complications and other emergencies in the childbearing continuum.

### **Clinical midwifery practice 3**

The aim of this third clinical midwifery practice unit is to support you in the application of a clinical decision-making framework to assess, plan, provide and evaluate woman-centred, evidence-based midwifery care of women with complex care needs.

It extends and integrates learning through simulation laboratories and supervised clinical practice. The focus is on collaborative midwifery care for women experiencing complications and emergencies. You will continue to participate in and learn from the continuity of care experiences (CCE). This unit will help you develop the knowledge and skills regarding complexities in the care of childbearing women.

### **Indigenous health and culture**

The aim of this unit is to give you a solid foundation on which to build cultural competency, as well as the knowledge and skills you will need to apply to your future health care practice. Aligned with cultural competence are principles of community engagement. In this unit you will explore how you can apply these principles throughout your time at ACU and beyond.

Health professionals are required to perform person-centred care in a culturally competent manner. This requirement exists because all people deserve to be treated with respect and dignity regardless of their beliefs, values or attitudes. This unit provides the foundation for culturally competent practice through the lens of Indigenous Australian culture to ensure graduates enter the workforce as culturally competent practitioners.

The social-historical-political context, cultural knowledges, and related health issues of Indigenous peoples across the world and in Australia will be the focus of this unit. The concept of globalisation will be introduced and explored with reference to the health of Indigenous peoples. You will then examine the historical context of Aboriginal and Torres Strait Islander peoples' health, contemporary issues in health care provision, and Aboriginal and Torres Strait Islander peoples' ways of knowing, being and doing. The impact of current strategies to close the gap in Aboriginal and Torres Strait Islander health care will be examined, along with ways that the health care system can respond to the health needs of this group. The notion of culturally competent care will be introduced, and you will start to develop the knowledge and skills needed to care for people from diverse cultural backgrounds.

### **Midwifery care of the postnatal woman and family**

This aim of this unit is to support you in the development of knowledge and skills regarding the role of the midwife in provision of maternal and infant care, immediately following birth and extending to six weeks after birth.

It will extend foundational knowledge to provide safe, effective, culturally appropriate care for women in the postpartum period, including exploration of human lactation and infant nutrition. The focus will be on the role of the midwife immediately following birth and extending to six weeks after birth, covering the full scope of midwifery practice as described by the International Confederation of Midwives (ICM). The principles of surgical care will be explored in relation to the care of childbearing women. You will have the opportunity to analyse socio-cultural dimensions related to lactation and nutrition. This unit will consolidate your midwifery knowledge and skills, specifically in relation to evidence-based care for women, babies and their families in the postpartum period.

### **Babies needing extra care**

This aim of this unit is to support you in the development of knowledge and skills regarding the role of the midwife in provision of care to neonates requiring complex care, and in promoting family-centred developmental care through enhancement of the special care nursery environment.

It focuses on the care of neonates with complex needs, leading to admission to a special care nursery or requiring higher level care in a postnatal unit (the profession strives to keep mothers and their neonates together). The issues confronting the neonate and family during this period and the midwife's role in facilitating their health and wellbeing are addressed. Ethico-legal issues involved in caring for a neonate with complex needs are explored in the context of professional midwifery practice. This unit will consolidate your midwifery knowledge and skills, specifically in relation to evidence-based care for neonates with complex care needs.

### **Clinical midwifery practice 4: caring for babies**

The aim of this fourth clinical midwifery practice unit is to build on your previous and current learning to further contextualise your theoretical knowledge through clinical practice.

It extends and integrates learning from the Babies needing extra care subject through simulation laboratories and supervised clinical practice. There will be a focus on care of the neonate with complex needs, including admission to a special care nursery. You will continue to participate in and learn from the continuity of care experience (CCE). This unit will teach you how to use theory to drive clinical practice in neonatal care, and understand needs of the family, inclusive of education needs.

### **Global perspectives on midwifery**

The aim of this unit is to build on earlier learning and extend your understanding of midwifery's important role in primary health care. It also aims to facilitate a community engagement placement, during which you will be provided with an opportunity to contribute to the welfare of marginalised and disadvantaged persons.

This unit gives you the opportunity to explore global perspectives in midwifery today. It will build on earlier learning about your role in primary health care, specifically in relation to maternal health and reproductive rights, and the promotion of safe motherhood in both Australian and international contexts.

Community engagement will also be a key feature of this unit. You will work collaboratively with community groups and organisations to achieve mutually agreed goals that build capacity, especially with those who are marginalised and disadvantaged. You have the opportunity to engage with local, regional or international communities to foster social inclusion, build capacity and enrich social cohesion to improve wellbeing. Through this community engagement, you will develop and reflect upon the values of partnership, equality, mutual respect and commitment in alignment with the mission of the university.

### **The inquiring midwife**

The aim of this unit is to support and challenge you in your final year to undertake an inquiry into a clinical issue pertinent to your midwifery practice.

This unit gives you the opportunity to integrate knowledge and consolidate understanding from theoretical and clinical units. You will also critically explore issues influencing contemporary midwifery practice. There will be an opportunity to examine a women's health care issue related to cultural, political, social and ethical frameworks. You will use critical reflection to evaluate an issue in order to create new personal knowledge. This will contribute to your personal and professional profile development, in line with professional standards for the midwifery profession. The unit will help you develop your skills in undertaking an inquiry into clinical practice, specifically the identification of the clinical issue for inquiry, the completion of a review of contemporary evidence, and finally, dissemination of inquiry results.

### **Clinical midwifery practice 5**

The aim of this final clinical midwifery practice unit is to build on your previous and current learning to further contextualise your theoretical knowledge through clinical practice.

It is a capstone unit where you will integrate previous learning in preparation for transition to graduate level midwifery practice. You will complete practice experience requirements, such as the midwifery practice experience, including the NMBA Competency Standards for the Midwife and the continuity of care experience. You will be required to apply your theoretical knowledge during your clinical experience, demonstrating comprehensive and thorough care for the women, babies and families for whom you are caring. This unit will help you through an intensive period of supervised practice, and consolidate the midwifery knowledge, attitudes and skills required for professional practice.



# PARAMEDICINE

## Bachelor of Paramedicine (Professional Entry)

📍 Online 🕒 2 yrs PT

The Bachelor of Paramedicine (Professional Entry) provides an opportunity for paramedics with a non-degree qualification to obtain a Bachelor of Paramedicine.

**Entry requirements:** To apply for this course you must have completed a professional qualification in paramedicine, be employed as a paramedic, and registered as a paramedic with the Australian Health Practitioner Regulation Agency (AHPRA).

Year	Semester	Unit	Unit
YEAR 1	Semester 1	Evidence for practice	Ethics in contemporary practice
	Semester 2	Advanced pharmacology	Major incident and disaster management
YEAR 2	Semester 1	Pre-hospital management of the chronically ill patient	Elective
	Semester 2	Interprofessional practice	Advanced decision-making

### Evidence for practice

It is a professional and pragmatic requirement that all health care professionals have the necessary skills to deliver evidence-based, critically appraised best practice. As the practice of all health care professionals in some way relates to the wellness of others, the ability to source and critically consume relevant literature related to practice is critical for optimum outcomes. Skills developed in this unit are required to help you start building knowledge that will guide your future practice as a health care professional.

This unit provides foundational knowledge and skills for sourcing, appraising and reflecting on literature and information sources used in the health care environment. To help you to deliver evidence-based care, approaches to knowledge development in the health disciplines, including the generation of new knowledge, the refinement of practice and the delivery of quality care, are explored. The application of research knowledge to the provision of evidence-based health care will be evaluated through a process of critical appraisal. The unit will introduce you to the concept of the four As of research – awareness, appreciation, application and ability. You will also develop fundamental skills for accessing information by asking a question and using that question to search for, find, and evaluate information.

Skills developed in this unit will give you the ability to source credible and appropriate information that you will use to build your discipline-specific knowledge across your undergraduate program and take into your future practice as a health care professional.

### Ethics in contemporary practice

It is a requirement that all health care professionals understand ethical concepts and principles. Health care professionals encounter ethical situations and problems in their day-to-day practice. Insightful ethical decision-making and problem-solving are essential to fostering a caring response to ethical problems. Skills developed in this unit will help you to start building knowledge of ethical theory and practice that should guide your future practice as a health care professional.

This unit provides the opportunity for paramedics to examine the ethical aspects of the complex personal, interpersonal, professional, institutional, and social issues that arise in contemporary health care delivery. Deciding on the appropriate responses to such issues often involves making a choice between competing and compelling positions. You will evaluate strategies, including the use of ethical theories and principles that can be used to make and justify principled choices in health care delivery. The unit will give you the opportunity to apply a critical thinking approach to ethical issues and influences in paramedic practice and demonstrate a commitment to professional, ethical and legal standards. This unit will also explore the role of the paramedic in delivering ethical, person-centred, culturally sensitive and globally informed health care.

### Advanced pharmacology

Paramedics operate in a rapidly changing health care and social context. A significant part of this change results from integration of new pharmacological interventions into paramedic practice. In order to continue to stay abreast of change, paramedics require knowledge of pharmacological principles. By exploring drugs commonly used within the health care context, you will gain an in-depth understanding of pharmacology, including pharmacokinetics and pharmacodynamics. This unit will allow you to demonstrate broad theoretical and technical knowledge of pre-hospital pharmacology. As such, it enables you to enhance your practice as a safe and ethical paramedic.

### Major incident and disaster health

Major incidents, both natural and human-made, are becoming more common, often resulting in large-scale mass casualty incidents. Major incidents are not day-to-day occurrences and as such require a specialist approach. Paramedics are often the first responders to mass casualty incidents. They require specialised theoretical and technical knowledge of major incident and disaster management, an understanding of their role in this context and an ability to apply their knowledge and skills to manage the incident in order to minimise harm.

This unit integrates the principles and procedures of major incident and disaster medical response and management. The focus will be on the implementation of major incident response plans for large-scale multi-casualty incidents. Principles of risk assessment and minimisation will be applied. This unit will also explore scene control and complex management of events requiring the support of other emergency agencies and application of triage principles when resources are limited.

### Pre-hospital management of the chronically ill patient

Demographic changes in Australia, such as population ageing, advances in disease management and changed funding models in health care have resulted in an increased burden of chronic illness. Chronic illness now represents an increasing proportion of attendance for paramedics. This unit will increase your understanding of the pathophysiology of a range of chronic illnesses, the impact of these illnesses on an individual's wellbeing and interventions commonly associated with these illnesses. The unit will focus on the concepts of treat and discharge, treat and transport, and treat and refer. Development of the extended care paramedic (ECP) role, patient outcomes, and the patient journey will be examined in relation to modes of health assessment and management. The experiences and health care needs of Aboriginal and Torres Strait Islander peoples, for whom the burden of chronic disease is higher than the non-Indigenous population, will also be explored.

### Interprofessional practice

It is a requirement that all health care professionals understand interprofessional practice in health care. Health care professionals need to collaborate and communicate effectively to ensure the best outcomes for the patient. This unit considers the legislative and regular frameworks across the continuum of health care. Extended knowledge in interprofessional practice is essential for the evolving role of the paramedic in primary and extended health care.

In this unit, you will have the opportunity to identify and develop your competencies in interprofessional practice. This unit will examine interprofessional practice at the organisational and professional level and you will critically review a range of strategies that they can use to facilitate successful interprofessional practice. This unit will give you the opportunity to demonstrate a commitment to the profession and the community through the analysis and evaluation of interprofessional practice and the role of the paramedic in delivering safe, ethical and effective health care within the continuum of care.

### Advanced decision-making

It is critical that all health care professionals understand the concepts and principles of decision-making in a health care setting. Health care professionals encounter situations and problems that require expedient, insightful and competent decision-making to achieve optimal patient outcomes. Contemporary approaches to professional, legal and ethical aspects of clinical decision-making are explored in this unit. Skills developed in this unit will help you to start building an understanding of decision-making theory and practice, which will guide your future performance as a health care professional.

This unit gives you the opportunity to develop and expand further knowledge, skills and knowledge of decision-making in health care practice. Theoretical and practical aspects of advanced decision-making are considered in the context of paramedicine, and other relevant interdisciplinary areas of health care. Approaches to advanced clinical assessment and actual and potential factors that influence accuracy of assessment data and possible implications for professional practice will be considered.

You will be provided with the opportunity to apply a critical thinking approach to advanced decision-making in the clinical setting and explore the role of the paramedic in applying person-centred, culturally sensitive and informed decision-making.



# PUBLIC HEALTH

## Master of Public Health

 Melbourne, online\*  2 yrs FT (or equivalent PT)

Our suite of postgraduate programs in public health, offered out of the School of Behavioural and Health Sciences, are designed to respond to the evolving role of public health practitioners within the Australian health system and internationally.

Our public health programs have been specifically designed to incorporate both Australian and global public health viewpoints. The programs also include a unique global health and advocacy specialisation option.

Our public health programs will equip you with specialised knowledge, understanding and skills in public health to improve and advance population health and wellbeing. They will prepare you to practice with a community, national or global focus, and with an ethical, social justice perspective.

The programs emphasise evidence-based practice, rigorous intellectual enquiry, innovation and thought leadership, as well as development of effective communication and advocacy skills.

**Specialisation: global health and advocacy:** Global health is an increasingly important and active area of work for public health practitioners. If you are planning to focus on global health, our Master of Public Health program offers a specialisation in global health and advocacy during your second year. The Master of Public Health (Global Health and Advocacy) specialisation will give you the knowledge, skills and experience to practice effectively in the evolving professional landscape of global health.

This specialisation features a contemporary curriculum designed around the United Nations' sustainable development goals.

In this specialisation, you will extend your core public health knowledge and skills through studying global health, sustainable development, food security, humanitarian assistance and the importance of advocacy in public and global health.

By developing advocacy skills, the global health and advocacy specialisation aims to enable graduates to not just implement policies and programs that improve population health, but to actively influence policies and programs and advance population health.

**Course structure:** Our Master of Public Health is a two-year full-time program of study (or equivalent part-time). After completion of the first year of core public health study (eight units), you can choose to complete your Master of Public Health through a research pathway (involving additional research methods units and a minor thesis). Alternatively, you can choose a capstone pathway (involving elective units and a practice-based project, placement or field experience that also involves community engagement).

You may also elect to undertake the global health and advocacy specialisation in second year, in conjunction with either the research or capstone pathways.

**Entry requirements:** You must hold an undergraduate degree (or higher) in health or a related discipline and meet other specific requirements. Please refer to [acu.edu.au/courses](http://acu.edu.au/courses) for further information on admission pathways.

Our postgraduate public health programs include a Graduate Certificate in Public Health (four units, one year part-time) and a Graduate Diploma in Public Health (eight units, one year full-time or equivalent part-time). Students successfully completing units in either of these courses or the Graduate Certificate in Global Health may elect to progress into the Master of Public Health program.

**Professional recognition:** Our Master of Public Health program has been designed around the Foundation Competencies for Master of Public Health Graduates in Australia and the requirements of the Australian Faculty of Public Health Medicine (for medical practitioners specialising in public health). Other international competency and practice standards and conceptual frameworks have also informed the Master of Public Health curriculum design.

*\*Some elective units not available online*

## Master of Public Health (Global Health and Advocacy)

 2 yrs FT (or equivalent PT)

## Graduate Diploma in Public Health

 1 yr FT (or equivalent PT)

## Graduate Certificate in Global Health Graduate Certificate in Public Health

 1 yr PT



Note: Sample program maps, subject to change.

### MASTER OF PUBLIC HEALTH (YEAR 1) CORE PUBLIC HEALTH UNITS – GRADUATE DIPLOMA

Semester 1		Semester 2	
History and principles of public health	Determinants of health	Health promotion	Disease prevention and management
Biostatistics	Introduction to health sciences research	Epidemiology	Public health law and policy

Units for the Graduate Certificate in Public Health include: History and principles of public health, Health promotion, Determinants of health, Public health law and policy.

### EXIT POINT: GRADUATE DIPLOMA IN PUBLIC HEALTH

### MASTER OF PUBLIC HEALTH (GLOBAL HEALTH AND ADVOCACY) (YEAR 2) INCORPORATING GRADUATE DIPLOMA

RESEARCH PATHWAY		PROJECT PATHWAY	
Semester 1	Semester 2	Semester 1	Semester 2
Global health and sustainable development	Global nutrition and food security	Global health and sustainable development	Global nutrition and food security
Humanitarian assistance and health	Health advocacy	Humanitarian assistance and health	Health advocacy
Public health research thesis A	Public health research thesis B	Elective Health care ethics: principles in practice	Public health capstone

Units for the Graduate Certificate in Global Health include: Global health and sustainable development, Health advocacy, Humanitarian assistance and health, Global nutrition and food security.

### MASTER OF PUBLIC HEALTH (YEAR 2) INCORPORATING GRADUATE DIPLOMA

RESEARCH PATHWAY		PROJECT PATHWAY	
Semester 1	Semester 2	Semester 1	Semester 2
Elective 1	Health care ethics: principles and practice	Elective 1	Health care ethics: principles and practice
Compulsory research methods	Elective 3	Elective 2	Elective 6
Public health research thesis A	Public health research thesis B	Elective 3 Elective 4	Public health capstone

## COURSE UNITS

### Qualitative research methods

This unit will develop your knowledge and skills in relation to qualitative research methods, so you are prepared to undertake a scholarly research-based project.

You will learn to analyse and synthesise complex information and to use decision-making skills to respond to emerging challenges within a dynamic health environment. A variety of research approaches and methods will be explored in the context of ethical, person-centred, health-related research.

### Quantitative research methods

This unit will develop your ability to use quantitative research methods in the context of health-related research, developing a quantitative research proposal and report writing. You will develop skills in analysing and synthesising complex information, and develop advanced decision-making skills in response to emerging challenges in health care.

### History and principles of public health

Knowledge and understanding of the historical, conceptual, and ethical underpinnings of public health is vital to becoming an effective practitioner. In this unit, you will consider the historical development of public health, with an emphasis on its key achievements and broader social and economic contributions (past and present). Selected historical events and figures will be examined, particularly in relation to their continuing influence on public health practice. You will then examine conceptual and ethical frameworks supporting public health action, with a focus on health inequalities, inequities, community engagement, and rights-based approaches in public health. The distinctive role and function of public health practitioners will be examined and compared to that of other actors within the health system. You will apply your knowledge and understanding to selected case studies that exemplify key debates, difficulties, and dilemmas in contemporary public health practice.

## Health promotion

Understanding the theory and application of health promotion and the improvement of population health and wellbeing is integral to the work of a public health practitioner. In this unit, you will be introduced to various evidence-based health promotion frameworks, models, and methods, along with theories of behaviour change and health behaviour models. Measurement of impact and effectiveness of health promotion programs, critical appraisal of current health promotion policies/initiatives, and debates within health promotion practice will also be considered. The unit will emphasise the importance of contextual issues in health promotion, along with partnership, participation, change, and capacity. Emergent issues and approaches in health promotion, such as the use of digital media, and examples of best-worst-practice in health promotion, will also be considered. The unit will then take a practice-oriented approach, where you will apply your understanding by critiquing current health promotion practice, and developing your own health promotion initiative.

## Biostatistics

Understanding, using and interpreting statistics is crucial to public health research and practice, particularly in monitoring health outcomes and decision-making processes around interventions. This unit will develop your knowledge of fundamental statistical concepts, such as descriptive and inferential statistics, common statistical tests, and statistical methods universally used in public health. This will include hypothesis testing, estimation, associations, modelling relationships, and prediction using different methods, such as regression analyses. Throughout the unit, you will consolidate your understanding of statistical theory through its application to practice. While there are some formulae and computational elements to the unit, the emphasis is on interpretation and concepts. Besides the theoretical material, this unit will also enable you to run basic analyses using common statistical software. Using this software, you will analyse simulated public health datasets and then interpret the obtained results. The statistical understanding and analytical expertise you will develop during the unit will then be applied to practice through critical appraisal statistical methods used in public health research.

## Epidemiology

Epidemiology is the study of causes and distribution of disease within populations. It's an area of practice that relates and supports public health action. This unit will give you a comprehensive knowledge of epidemiology and its importance and relevance to public health research and practice. You will build your understanding of fundamental epidemiological concepts and methods, including study designs, measures of frequency and association, and bias/confounding, as well as data collection and management for public health monitoring and surveillance. You will then apply these principles, skills, and methods to key practice areas, namely: screening and diagnostic test evaluation, critical appraisal of epidemiological research articles and systematic reviews, and social/behavioural epidemiology and chronic disease. Throughout the unit, equal emphasis will be placed on patterns of disease distribution in domestic and international contexts.

## Determinants of health

A public health practitioner must have a detailed understanding of health determinants in order to improve population health and wellbeing. In this unit, you will develop your knowledge of the various biological, environmental, social, and behavioural determinants of health. The emphasis will be on their impact on long-term health outcomes, communication of associated risks/impacts, inequalities in distribution within the population, and their interactive nature. This unit will encompass an array of perspectives, as appropriate to each determinant, from microbiological methods to the sociological theories. Complex public health/social issues involving multiple health determinants, such as homelessness, poverty, and under-employment, will be explored. The unit will then consolidate your understanding of health determinants by focusing on environmental health practice, examining the management of environmental determinants of health, your interaction with other determinants of health, and the promotion and maintenance of healthy environments.

## Disease prevention and management

Prevention and management strategies for communicable and non-communicable diseases constitute a major area of public health action. In this unit, you will examine the theoretical issues and practical concerns associated with prevention and management of communicable and non-communicable disease or injury (either acute or chronic). Public health responses to these broad categories of diseases, and those for specific diseases, will be considered, ranging from preventive strategies for communicable diseases (eg vaccination) through to integrated health service models for management of chronic diseases. You will also learn practical skills in needs assessment, health impact assessment, and program management to support the development, implementation, evaluation, and sustainability of disease prevention/management programs. Theoretical, practical, and program management issues will then be integrated into a detailed examination of three case studies on prevention and management in public management.

## Public health law and policy

If public health embodies the organised effort of society to protect and promote health, then public health law and policy is fundamental to achieving that organised effort. This unit enables you to develop the knowledge, understanding, and skills necessary to use law and policy to improve public health. After being introduced to fundamental legal concepts, you will examine key areas of public health law relating to health protection, practitioners, systems and services, as well as specific issues or situations that pose a risk to health. You will also consider policy development, implementation and analysis, and the role of politics, interests, evidence, and economics in shaping policy.

### **Global health and sustainable development**

Understanding the interface between global health and sustainable development is a fundamental requirement to improving health and wellbeing at local, national, and trans-national levels. In this unit, you will build your knowledge of health in a global context. You will also grow your understanding of the interaction between health, globalisation, global health organisations, and systems of disease prevention and management throughout the world. Social, political, economic, and ethical dimensions of global health and sustainable development will be considered. You will critique global frameworks, such as the (previous) Millennium Development Goals and (current) Sustainable Development Goals, to gain greater understanding of the implementation of health improvement strategies in a global context. You will then apply these frameworks and other principles and explore the interconnectedness of local and global health outcomes, issues of health and population sustainability, eco-health and the ethical dimensions of global health, and sustainable development

### **Humanitarian assistance and health**

Humanitarian assistance is vitally important and closely aligned to global/public health. It involves protecting life, reducing suffering, and showing respect for human dignity, typically during a natural or man-made crisis. In this unit, you will gain an understanding of humanitarian principles, theory, and definitions, along with an appreciation of the history of humanitarianism and significant events that have shaped modern humanitarian assistance. You will build your understanding of the global architecture of humanitarian assistance, in terms of international relief systems, roles and responsibilities of relevant actors (government and non-government), and the principles of international humanitarian law. You will then explore the health-related dimensions of humanitarian assistance, with emphasis on prevention and management of acute health risks during a humanitarian emergency. You will conclude the unit by exploring other critical issues of humanitarian assistance, including relief operations, planning and needs assessment, disaster resilience and risk reduction.

### **Global nutrition and food security**

Optimal nutrition is a cornerstone of human health and wellbeing. Food security is a means by which optimal nutrition is delivered to individuals, communities, and populations. This unit will introduce you to the major concepts and issues around global nutrition and food security. Emphasis will be placed on the nutrition transition phenomenon, which reflects the interconnectedness of food consumption, health (and illness), socio-economic and environmental factors, and sustainable development. You will explore challenges to nutrition and food security from the standpoints of availability, access, utilisation and stability, as well as other risk factors and broader issues of food industry influence, culture and colonisation, globalisation, and new media. Causes of major nutrition issues, their prevalence and severity will be examined, along with their impact on health and development. Application of community and population-level nutritional assessments and interventions will then be considered, especially in the context of developing countries and humanitarian response to crises. This unit will conclude with models for the development of programs and/or social enterprises aimed at improving food security.

### **Health advocacy**

Advocacy is a critical skill for practitioners (of any type) to operate effectively within health care. In this unit, you will refine your existing communication skills by building your knowledge of the art of advocacy and the various ways this can be used to influence decisions and outcomes to improve health. You will examine various facets of advocacy, including approaches to advocacy, persuasiveness, rhetoric, method, audience, presentation, and evaluation, nested advocacy within larger approaches, and challenging existing values or practices. You will then consider the various factors that underpin effective, valid, and appropriate advocacy, such as: community engagement, consultation and empowerment, community/organisational relationships, and respectful communication methods. In considering health advocacy in a global context, this unit will also include cultural responsiveness and cross-cultural communication, as well as a critique of advocacy tools such as social marketing and fundraising.

### **Public health capstone**

A capstone unit provides you with a cumulating and culminating experience to your Master of Public Health program. For this unit, you will engage in a public health project, activity, or fieldwork that is practice-focused, practice-based and practice-relevant, and involves integration of knowledge and skills across multiple public health practice areas. You must also demonstrate a community engagement component to your capstone experience, as well as your own reflections on practice and competency. Overall, this unit will provide a summative public health practice experience and will demonstrate your practice readiness.

### **Public health research thesis A and B**

Research, the process of knowledge generation and communication, is a cornerstone of public health practice. In these units you will undertake and report on conducted research under approved academic supervision. In consultation with your supervisor(s), you will select a research topic relevant to public health with sufficient scope to enable application of advanced reasoning and research skills. Research on the proposed topic must produce sufficient results to support preparation of a satisfactory thesis. A final public health research thesis will normally be up to a maximum of 30,000 words in length.

# RESEARCH

## Master of Philosophy

 Ballarat, Brisbane, Canberra, Melbourne, North Sydney  2 yrs FT (or equivalent PT)

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

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

- an appropriate undergraduate degree with honours at a minimum level of Second Class Division A (distinction average), or
- postgraduate research training (eg coursework completed to distinction level or higher or a master by coursework degree), or
- demonstrated research experience with evidence of capacity to undertake independent research work (eg an authored publication).

## Doctor of Philosophy

 Ballarat, Brisbane, Canberra, Melbourne, North Sydney  Maximum 4 yrs FT (or equivalent PT)

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 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 (distinction average), or
- a master degree with appropriate research training in a relevant field, or
- an equivalent qualification and/or demonstrated research experience with evidence of capacity to undertake independent research work (eg an authored publication).





Pierre-Cedric  
MBA (Executive) graduate

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