Postgraduate Study Guide 2021
Psychology

ACU
AUSTRALIAN CATHOLIC UNIVERSITY

Brodie
ACU student

We're here.

To get you there.

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 40 of Generation Y universities worldwide[1] and in the top 10 Catholic universities[2]. 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. 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 cardiorespiratory medicine and haematology, clinical sciences, cognitive sciences, human movement and sports science, nursing, nutrition and dietetics, psychology, public health and health services[3].

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

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.

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 options, as well as online learning, travel opportunities, intensive units, and flexible start dates.

We care about you

Everyone is welcome at ACU. We're inclusive and supportive of everyone, every day, and our students feel it – giving us five stars for learner engagement and skills development*.

Your wellbeing is our focus. So we have a huge range of support services to help you thrive while on campus.
Good Universities Guide 2020

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.
acu.edu.au/scholarships

The world is your campus

We're young, but we are making our mark. We're ranked in the top 40 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 2019
**Times Higher Education* World University Rankings 2020, IFCU members

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, or even SMS. And if you need support with your studies, or counselling services, we've got that covered too.
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.

Our
campuses

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

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

OPENING 2021   Artist's impression only

BALLARAT

Our Ballarat Campus is located in the centre of the city. 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

BLACKTOWN

We've partnered with Blacktown City Council to open a new ACU campus in Blacktown, Western Sydney.

- Student information centre opening 2020
- Range of courses on offer from 2021
- Excellent transport links close by
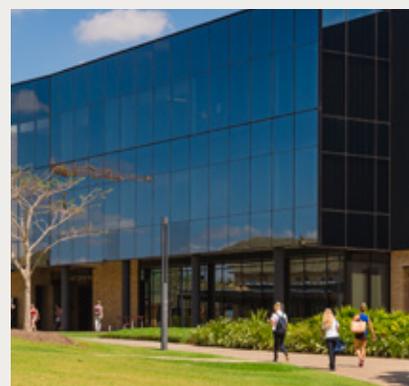
BRISBANE

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
- Excellent health labs and health clinic
- Newly renovated library

CANBERRA

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

- Modern nursing, paramedicine, social work and health sciences labs
- Free parking and accessible by light rail and bus
- 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.

- High-tech nursing simulation, speech pathology and occupational therapy labs
- Moot court, for simulating real-life law court proceedings
- Short walk from the train station

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.

- Onsite, undercover parking and shuttle bus
- Art gallery
- High-tech biomechanics lab and FIFA-accredited sports pitch

ROME, ITALY

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
- Contemporary, onsite residential accommodation
- Community engagement opportunities

ADELAIDE

Located in the up-and-coming area of Thebarton, our Adelaide Campus primary offers postgraduate courses in theology.

5 stars

FOR EMPLOYABILITY, INTERNATIONALISATION AND FACILITIES

QS Stars 2019

5 stars

FOR FULL-TIME EMPLOYMENT, LEARNER ENGAGEMENT AND SKILLS DEVELOPMENT

Good Universities Guide 2020

Numbers
that count

Top 2%
UNIVERSITIES
Times Higher Education World University Rankings 2020*

Top 40
GENERATION Y UNIVERSITIES
Times Higher Education Young University Rankings 2019

Top 80
UNIVERSITIES IN ASIA-PACIFIC
Times Higher Education Asia-Pacific University Rankings 2019

Top 10
CATHOLIC UNIVERSITIES
Times Higher Education World University Rankings 2020, ranked IFCU members

Top 50
SPORTS SCIENCE
(#26 ARWU 2018)

NURSING
(#32 ARWU 2019)

First or equal first in Australia
CARDIORESPIRATORY MEDICINE AND HAEMATOLOGY
CLINICAL SCIENCES
COGNITIVE SCIENCES
HUMAN MOVEMENT AND SPORTS SCIENCE
NURSING
NUTRITION AND DIETETICS
PSYCHOLOGY
PUBLIC HEALTH AND HEALTH SERVICES
RELIGION AND RELIGIOUS STUDIES
SPECIALIST STUDIES IN EDUCATION

Four-digit FoRs, Excellence in Research for Australia (ERA) 2018

*Percentage calculated as ACU's world rank as a proportion of the total number of universities in the world: *International Handbook of Universities 2019*, Palgrave MacMillan.

Postgraduate psychology study pathways

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

For students who have completed a three-year APAC-accredited undergraduate psychology degree, ACU offers two fourth year programs – an honours program or a graduate diploma. Graduates of these programs will be eligible for provisional registration as a psychologist with the Psychology Board of Australia and the 4+2 pathway towards full registration.

ACU offers a number of postgraduate coursework programs in psychology including master's degrees in professional, clinical, and educational and developmental psychology – giving students the option of working towards either the 5+1 model or the six year accredited sequence of study to achieve the six years of training required by the Psychology Board of Australia to become eligible for general registration as a psychologist.

For high-performing students with a first class honours degree, our Master of Psychology/Doctor of Philosophy degrees combine professional training within clinical psychology or educational and developmental psychology with a research Doctor of Philosophy (PhD). To undertake this combined coursework/research program, you commence the Master of Psychology then subsequently apply for and undertake the PhD.

Psychology career progression map: pathways to registration

UNDERGRADUATE		
APAC-accredited bachelors degree in psychology		

FOURTH-YEAR PROGRAM	
Honours	Graduate Diploma in Psychology

POSTGRADUATE		
Master's degree (2 years)	Master of Professional Psychology (1 year)*	Master of Psychology/ Doctor of Philosophy (1+3 years)

CAREER
Registered psychologist**

REGISTRAR TRAINING PROGRAM***
Registered psychologist with specialist endorsement***

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

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

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

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

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

acu.edu.au/priorlearning

"I enjoyed the small, focussed study groups. All my lecturers remembered my name and I felt very much a part of the ACU university community."

Morgan
Postgraduate student

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

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

RESEARCH TRAINING PROGRAM FEES OFFSET SCHOLARSHIPS

If you are enrolling in a master's 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

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

POSTGRADUATE COURSEWORK SCHOLARSHIPS

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

RESEARCH TRAINING PROGRAM STIPEND SCHOLARSHIPS

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

Got questions? We're waiting with the answers.
acu.edu.au/askacu

Applying to ACU

Postgraduate coursework degrees

1 | Choose the course you would like to study by browsing this guide and visiting **acu.edu.au/courses** for more details.

2 | Check important dates and application requirements carefully – some courses also require supporting documentation.

3 | Check out the postgraduate scholarships available at **acu.edu.au/scholarships**

4 | Apply online direct to ACU at **acu.edu.au/courses**

5 | Accept your offer and enrol.

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

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

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 | Choose your course at **acu.edu.au/research/apply**

2 | Check entry requirements and your eligibility.

3 | Find a research supervisor at **rexr.acu.edu.au**

4 | Check application closing dates.

5 | Complete your application.

6 | Gather your documents.

7 | Submit your completed application.

For more information and to apply for postgraduate research degrees, visit **acu.edu.au/research/ become-a-research- candidate**

If you still have questions or need help with your postgraduate research application, contact **res.cand@acu.edu.au**

Faculty of
Health Sciences

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

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

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

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

The School of Behavioural and Health Sciences

Studying psychology at ACU provides a unique and inspiring educational journey. We produce practitioners, clinicians, and behavioural scientists who are enabling individuals and groups to flourish and thrive.

The discipline of psychology sits within the School of Behavioural and Health Sciences. Our students come from diverse backgrounds. They enjoy support from dedicated and approachable supervisors in a vibrant and rigorous intellectual environment. We give students the very best practical and theoretical exposure needed to pursue their career goals.

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

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

- cognition and applied cognitive neuroscience
- developmental and educational psychology, and disability
- clinical and health psychology.

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

In the 2018 Excellence in Research for Australia (ERA) evaluation ACU rated well above world standard in psychology and cognitive sciences – a rating we've maintained since 2015.

DR IZELLE LABUSCHAGNE

Dr Izelle Labuschagne is Co-Deputy Director of the Healthy Brain and Mind Research Centre and is a clinical neuroscientist and a research fellow in psychology at ACU in Melbourne. Her research strives to understand the neurobiological mechanisms that are associated with dysfunctional social cognitive processes in humans, with an aim to improve quality of life and treatment options for mental health disorders.

Dr Labuschagne's research incorporates a variety of brain technologies (such as fMRI, DTI, EEG, EMG, and tDCS), cognitive assessments, and neuropsychopharmacological manipulations. She has conducted controlled trials in humans investigating the effects of antidepressants such as SSRIs, serotonergic precursors such as tryptophan, and more recently, neuropeptides such as oxytocin. Her research uses both healthy and clinical samples, with a particular focus on aging, social anxiety disorder and body dysmorphic disorder. Dr Labuschagne collaborates with leading researchers at Cambridge University, University of Birmingham, University of Chicago, and University College London.

PROFESSOR JOHN GLEESON

Professor John Gleeson is Director of the Healthy Brain and Mind Research Centre and a clinical psychologist with more than 25 years of experience in the assessment and treatment of serious mental health problems. Most of his clinical experience has been in the field of youth mental health.

Professor Gleeson's research interests are in the field of clinical psychology with a particular focus on psychological processes and psychological interventions for serious mental health problems in youth. Together with colleagues from Orygen Research Centre and the University of Melbourne, he is currently developing digital interventions for recovery from serious mental illness in youth.

Professor Gleeson is a registered psychologist with AHPRA with endorsement in clinical psychology, a member of the Australian Psychological Society and a member of the APS College of Clinical Psychology.

PROFESSOR PETER WILSON

Professor Peter Wilson is Professor of Developmental Psychology at ACU.

Professor Wilson leads international research programs in child development, disability and rehabilitation, spanning 23 years and more than 120 publications. His research has two main streams: mechanisms of movement and cognition in typical child development and in neurodevelopmental disorders (especially Developmental Coordination Disorder – DCD), and innovations in neurorehabilitation using virtual reality (VR). The latter resulted in Elements DNA (EDNA), which is an award-winning VR rehabilitation system.

Professor Wilson is past President of the International Society for Research on DCD. He holds an International Fellowship with Radboud University in the Netherlands, and also collaborates widely with colleagues at the University of Cape Town, Columbia University, and University of Heidelberg.

DR VALENTINA LORENZETTI

Dr Valentina Lorenzetti is Co-Deputy Director of the Healthy Brain and Mind Research Centre. Her research focuses on mapping brain, cognitive and mental health outcomes in substance use and addiction using neuroimaging, multi-site studies and longitudinal neuroimaging consortia in adults and adolescents. She is also interested in unpacking which variables drive adverse brain, cognition and mental health outcomes in addiction, including recreational use versus dependence use, sex differences and drug potency; and how such harms can be reduced with accessible evidence-based interventions (such as mindfulness, neurofeedback and cannabidiol administration).
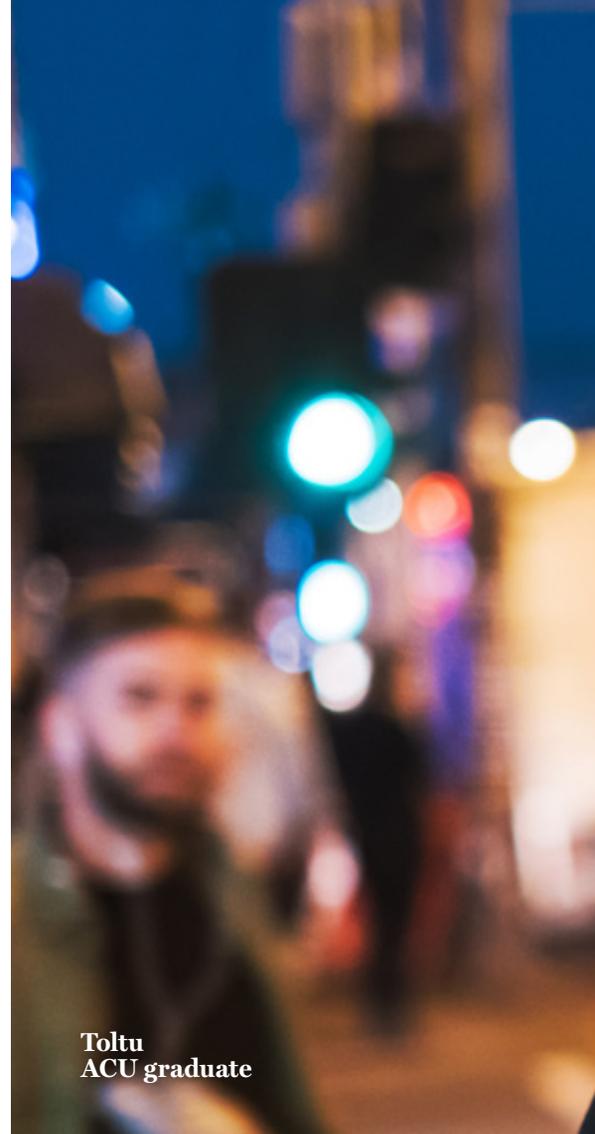
Toltu
ACU graduate

Making sense of the world

makes a world of sense.

Psychology
partnerships

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

"For over 35 years, the Clinical Research Unit for Anxiety and Depression (CRUfAD) at St Vincent's Hospital in Sydney has been at the forefront of diagnosis and treatment of anxiety and depression. We are pioneers in anxiety research, and we remain at the cutting edge.

Over the years, we have developed a strong relationship with ACU and have enjoyed working closely with the ACU Master of Clinical Psychology students. ACU students are dedicated and enthusiastic. They bring a maturity and thoughtfulness to their work, and have unquestionably enriched our multi-disciplinary team. We are looking forward to a long and fruitful collaboration with ACU for many years to come."

Dr Alison Mahoney
Senior Clinical Psychologist
Clinical Research Unit for Anxiety and Depression
(CRUfAD)
St Vincent's Hospital, Sydney

"St John of God, Burwood is a private psychiatric hospital serving both inpatients and outpatients. Over the past few years, we have had the pleasure of accepting many ACU students on placement. We have found the students helpful, friendly, engaged and motivated. All students attending have collaborated well with their supervisor and worked seamlessly in epitomising our shared mission statements. Many students have subsequently gained employment with us. The partnership between ACU and St John of God is a 'win/win' situation."

Tyrone McConnell
Clinical Psychologist
St John of God Burwood Hospital, Sydney

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:

The Indigenous Thriving Program

The Indigenous Thriving Program (ITP) 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. We focus on strategies to prioritise and capitalise on the voices and agency of Indigenous children, youth, and communities, undertaking research in genuine partnership. The conceptual framework underlying Indigenous-focused research in ITP is to integrate and leverage Indigenous ways of knowing, doing, and being with advances in Western scientific research methods, and international research. This inter-knowledge paradigm is built on a strengths-based approach, as conceptualised in positive psychology.

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

The Mary MacKillop Institute for Health Research

Director: Professor John Hawley

The Mary MacKillop Institute for Health Research (MMIHR) undertakes 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:

- clinical-based exercise-nutrition studies and interventions to:
  - improve and maintain muscle health
  - improve and maintain metabolic health
  - prevent and manage the adverse effects of cancer
- environmental and behavioural epidemiological studies which aim to:
  - identify key physical and social aspects of urban environments which promote physical and cognitive health across the lifespan
  - understand how genetic, psychosocial and behavioural factors interact with the environment to impact on health and identify optimal person- and environment-tailored intervention strategies
  - develop intervention strategies for the promotion of health-related behaviours
- clinical osteoporosis intervention studies to:
  - improve bone metabolism to prevent bone loss by modulating the gut microbiome
  - identify components in the gut microbiome related to effects on bone metabolism
- prospective cohort and database register studies which aim to:
  - identify novel clinical risk factors for fall injury and fractures in older adults
  - develop enhanced imaging methods to determine bone fragility and predict fractures in postmenopausal women and men
- 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

The Healthy Brain and Mind Research Centre

Director: Professor John Gleeson
Co-Deputy Directors: Dr Izelle Labuschagne and Dr Valentina Lorenzetti

The Healthy Brain and Mind Research Centre aims to advance knowledge critical to improving mental health and well-being. Mental health disorders have significant negative impacts upon the mortality and social participation of the most vulnerable members of the community and are among the most urgent global challenges of the 21st century. The Centre will will incorporate three programs of research, namely, Social Cognitive Neuroscience, Neuroscience of Addiction & Mental Health, and Digital Innovation in Mental Health and Well-Being and will make significant contributions to mental health and well-being by integrating cutting edge research expertise and technology spanning neuroscience, addiction science, and clinical psychology to improve the understanding, prevention and treatment of mental health disorders

Research success

Our research is seeing results. In the most recent Excellence for Research in Australia (ERA) initiative, we were given the highest rating possible (well above world-standard) in psychology and cognitive sciences. In both of these fields, we rank equal first in Australia.

Research
in the faculty

The PhD projects currently being supervised in the
Faculty of Health Sciences include:

DISCIPLINE	RESEARCH PROJECT TITLE
PSYCHOLOGY	Shame and guilt in OCD and repugnant obsessions
	Investigating the role Oxytocin in the decline of core social cognitive skills in healthy ageing
	Future-oriented cognition in the context of acute and dependent alcohol use
	Factors impacting the stress response in people with Social Anxiety Disorder
	Mapping mindfulness-related neuroplasticity in cannabis users: A randomised double-blind active-controlled study
	Factors influencing parents' treatment decisions for their children with Autism Spectrum Disorders
	Is there more to introversion than sociability? Development and validation of a new introversion measure
	The contribution of facial expressivity and subjective emotional experience to facial expression recognition
	Obesity surgery: early post-surgery psychosis and behavioural predictors of successful and non-successful weight loss outcome in laproscopic adjustable gastric banding.
	The measurement and evaluation of tolerance and prejudice towards Muslims
	Exploring the boundaries of embodied cognition and conceptual metaphor
	Relationships between discounting, value orientations, consideration of future consequences and pro-environmental intentions and behaviour
	Parents with intellectual disabilities involved with the child protection system
	Defining and measuring weight stigma
	Wellbeing, social and emotional functioning of jockeys
	Future-oriented thinking in middle childhood
	Daily emotional functioning in social anxiety disorder
	Understanding the role of identity centrality in psychosocial health through the lens of gender and sexual identities
	Acculturation in Australia: assessing the role of religion, perceived discrimination, and prejudice
EXERCISE SCIENCE	Optimising the post-operative management of Parkinson's disease patients with deep brain stimulation
	Statistical modelling of the probability of hamstring injury in elite Australian footballers
	Assessment of sleep patterns and performance in elite athletes
	Investigating the relationship between visual exploratory behaviours, posture and physiological load in field hockey athletes
	The impact of thirst on cognitive function
	The effects of vigorous intensity interval training (VIIT) on cardiovascular fitness and blood glucose levels in pregnant women with gestational diabetes
	The impact of hamstring strain injury on nervous system function and training adaptations
	Lower limb strength recovery and knee joint contact forces after anterior cruciate ligament reconstructive surgery in females
	The use of GPS-imbedded triaxial accelerometers for measuring stride parameters and vertical stiffness in Australian Rules football athletes

DISCIPLINE	RESEARCH PROJECT TITLE
NURSING	Pressure injury prevention interventions relative to risk level for critically ill patients: an international Delphi study and randomised crossover trial
	Evaluation of a new paediatric emergency department
	A qualitative inquiry of the experience of care for mental health consumers in acute medical care settings
	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
	Australian mental health nurses' emotional resilience: a mixed methods study
	Code stroke 2.0
OCCUPATIONAL THERAPY	Upper limb orthoses for children with cerebral palsy: exploring effectiveness and clinical application of the Neurological Hand Deformity Classification to guide orthosis prescription
PHYSIOTHERAPY	Evaluation of the utilisation of an allied health assistant within an adult cystic fibrosis centre: their role and scope of practice and benefits to improved patient related physiotherapy outcomes
	Readiness for discharge from hospital to home in community: physiotherapist, family/care-giver and patient perspectives
	Prevalence, profile and efficacy of conservative management for Royal Brisbane and Women's Hospital Ear, Nose and Throat Department outpatients waitlist category two and three patients with vestibular dysfunction
	An investigation into the contribution physiotherapy students make to the delivery of health services within the Queensland health sector
	The effect of high-level mobility skills training program (HLMP) on sustained community participation in physical activity of children classified at GMFCS I and II with cerebral palsy
	Injuries in New Zealand Army Recruits
PUBLIC HEALTH	Influencing health and wellbeing in the African Australian community: a case study of two immigrant organisations
	Acculturation, perceived discrimination and Type 2 diabetes among sub-Saharan African migrants in Queensland
	Developing the evidence base for a classification of functional visual ability for children with cerebral palsy
SCIENCE	An investigation into the clinical utility of robot assisted upper limb therapy within an Australian rehabilitative setting
	Prescription and transfer of kettlebell training
	Anterior cruciate ligament and knee joint loading following reconstructive surgery
	Training load and associated outcome in Rugby League
	Fire interval guidelines aimed at sustaining flora diversity: are they also sustaining fauna diversity?
SOCIAL WORK	Families' lived experiences of autism
	Exploring children's experiences of contact in out-of-home care
	Involving children in social research: balancing the risks and benefits
	Family violence typology in the context of statutory child protection practice: how differentiating between types of intimate partner violence could improve practice and outcomes for women and children in the child protection system
SPEECH PATHOLOGY	Drooling behaviour in children with cerebral palsy: investigating the value of using Lee Silverman Voice Treatment – LOUD Approach (LSVT - LOUD): a pilot study

"ACU values strongly align with my own, and I was looking for a course where I could evolve both personally and academically. I believe ACU facilitates this with morals and ethics ingrained in the course content, which in-turn challenges student's thoughts and perspectives on contemporary issues."

Doug
Postgraduate student

Courses

Australian
Qualifications
Framework

PSYCHOLOGY

Fourth-year courses

We offer two fourth-year courses: the Bachelor of Psychological Science (Honours) and the Graduate Diploma in Psychology. Both of these courses are currently accredited by the Australian Psychological Accreditation Council (APAC). As such, completion of either of these two courses, plus enrolment in a postgraduate psychology program (ie accredited master's course), meets the requirements for provisional registration as a psychologist with the Psychology Board of Australia. Students in the Bachelor of Psychological Science (Honours) get Commonwealth support and, as a result, entry into the course is more competitive than for the Graduate Diploma in Psychology.

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

Accreditation: The Bachelor of Psychological Science (Honours) and Graduate Diploma in Psychology are currently accredited by the Australian Psychology Accreditation Council (APAC).

Bachelor of Psychological Science (Honours)

⚲ Melbourne, Strathfield   ⏱ 1 yr FT (or equivalent PT)

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

- an accredited three-year sequence in psychology, and
- a grade point average (GPA) of at least 5.5 on the ACU seven point scale, and
- distinction level or above in at least four of the second- or third-year psychology units.

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

Graduate Diploma in Psychology

⚲ Melbourne, Strathfield   ⏱ 1 yr FT (or equivalent PT)

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

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

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

BACHELOR OF PSYCHOLOGICAL SCIENCE (HONOURS) AND GRADUATE DIPLOMA IN PSYCHOLOGY – SAMPLE COURSE MAP (FT)			
YEAR 1	Semester 1	Assessment in psychological practice: foundation skills and professional issues Research methods	(Grad dip) Research project A Honours thesis A
	Semester 2	Psychological interventions: theory, foundational strategies and professional issues Elective	(Grad dip) Research project B Honours thesis B

Assessment in Psychological Practice: Foundation Skills and Professional Issues

This unit is designed to extend the knowledge and skills that have previously been taught in a three-year undergraduate psychology program and provide a basis of professional knowledge and skills for psychological testing and assessment.

This unit covers principles and methods of psychological test construction, administration and interpretation of widely used standardised psychological test instruments. The unit familiarises students with the theoretical and empirical foundation that underpin the implementation, and interpretation, of some of the more widely used cognitive/intelligence, neuropsychology and personality assessment tools.

The aim of this unit is to facilitate the acquisition of a pre-professional level of understanding of psychological testing and assessment tools that underpin psychological practice.

Research Methods

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

Research Project A/Honours Thesis A

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

Psychological Interventions: Theory, Foundational Strategies and Professional Issues

This unit is designed to extend the knowledge and skills previously developed in a three-year undergraduate psychology program and provide a basis of professional knowledge and skills for subsequent professional training.

The unit familiarises you with the theoretical and empirical bases that underpin a range of evidence-based approaches to psychological interventions. It will also build your skills in interpersonal communication and interview skills important to the practice of a psychologist, including active listening, developing rapport, appropriate cultural responsiveness and empathic responding. The unit will also focus on ethical principles and cultural considerations in psychological intervention and therapeutic skills.

The aim of this unit is to facilitate the acquisition of a pre-professional level of understanding of intervention strategies that underpin psychological practice.

Research Project B/Honours Thesis B

This unit is the second of two units designed to support you in the process of developing, conducting and reporting on your own research project. In particular, this unit provides support for the preparation of a research report of the empirical project that forms part of a research thesis. Although you receive project-specific support from a research supervisor, the unit is designed to provide training on generic skills that underpin the successful write-up of the report in the form of a research article. The unit is also designed to help you with the preparation of a presentation for a research conference, where all students must present either a short talk or a poster.

Master of Professional Psychology

📍 Melbourne 🕐 1 yr FT (or equivalent PT)

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

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

- completed within the last 10 years a bachelor degree with honours in an accredited psychology course with a minimum of Second Class Division B (Hons 2B), or
- completed within the last 10 years a bachelor degree with accredited fourth-year equivalent major study in psychology (with performance deemed of the same level as Second Class Division B (Hons 2B)), and

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

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

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

MASTER OF PROFESSIONAL PSYCHOLOGY – SAMPLE COURSE MAP (FT)			
YEAR 1	Semester 1	Professional practice in psychology Therapeutic skills	Psychological assessment Practicum skills
	Semester 2	Psychopathology Evidence-based practice for psychologists	Professional placement Research capstone experience

Professional Practice In Psychology

In order to ensure that psychologists practice in ways that protect public safety, a thorough knowledge of ethical, professional and legal requirements is required. Failure to understand and apply relevant regulatory frameworks can have significant implications on both the welfare of clients and their practitioners, and significantly damage the reputation of psychology as a profession.

This unit explores the various professional standards and codes relevant to the provision of psychological services, including the Australian Psychological Society Code of Ethics, APS Ethical Guidelines, the Australian National Practice Standards for the Mental Health Workforce, and relevant state and federal legislative requirements. Developing and applying an ethical decision-making approach in psychological practice is emphasised, with specific exploration of topics such as the client's rights, who is the client in third-party referrals, the impact of multiple role relationships, the need for professional boundaries, and the purposes and limits of confidentiality. The unit will also introduce knowledge of local and international perspectives in relation to professional practice in psychology and draw from cross-cultural research, with a particular reference to Indigenous Knowings.

This unit aims to provide you with an in-depth and critical understanding of the ethical, professional and legal requirements to ensure you have the ability to practice competently and safely in your work as a psychologist.

Therapeutic Skills

The ability to conduct effective, evidence-based therapeutic intervention is a core competency required of psychologists in order to provide optimal benefit to their clients and the community. In order to achieve this competence it is necessary to have strong client engagement skills, well-honed clinical observation skills, good communication and interpersonal skills, sound psychological theoretical knowledge (of both empirically based treatment approaches and the crucial elements of effective therapeutic relationships), and the ability to effectively apply the techniques of at least one evidence-based therapeutic approach. This unit provides theoretical and practical training in non-specific therapeutic factors, basic counselling skills across the lifespan, behaviour therapy, cognitive behaviour therapy and cultural influences on therapeutic intervention. The aim of the unit is to develop and enhance interpersonal and communication skills, understanding of evidence-based therapeutic approaches and the ability to apply therapeutic techniques effectively.

Psychological Assessment

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

This unit is designed to provide a detailed study of the principles and methods of psychological test administration and interpretation, case formulation, report writing and feedback of assessment results. There will be a particular focus on the importance of developmental system models and cultural sensitivity in assessment. You will acquire knowledge of the

major methods of evaluating cognitive functioning, educational achievement and behavioural/emotional adjustment of infants, children, adolescents and adults. The overall aim of the unit is to teach skills in evaluation, administration and interpretation of psychological tests and to assist you to become competent in integration of the diverse information gathered during psychological assessment and to provide appropriate written and oral feedback on assessment results.

Practicum Skills

Mental illness is widespread in Australia and there is a pervasive need for the training and development of specialised professionals who are skilled at delivering safe, effective, and well validated mental health support. In order to provide effective psychological assessment and interventions on placements, provisional psychologists require a solid grounding in fundamental clinical skills. These are critical to practicing safely and ethically with clients and developing their skills as clinicians. As such, this unit is designed to help provisional psychologists develop the professional competencies required during their supervised psychological practice.

You will develop your professional knowledge and competence in foundational clinical skills, including clinical interviewing, recording behavioural observations, case formulation, risk assessment, record keeping, communicating with third parties and providing feedback to clients. There is a focus on skill acquisition within the context of diversity and cultural competence.

The aim of this unit is to provide you with the necessary clinical skills to support your client work during professional placements.

Psychopathology

Psychological disorders are prevalent in Australia and knowledge of the diagnostic criteria and evidence-based intervention for common psychological disorders ensures that psychologists are skilled at identifying and treating them. Psychologists require in-depth, critical understanding and application of the principles and methods of psychological diagnosis, assessment, formulation and intervention of psychological disorders in order to provide empirically supported, evidence-based services. This unit covers the critical examination of major diagnostic systems and diagnostic criteria. Competencies to reliably diagnose common psychological disorders will be examined, including adjustment, anxiety, mood, eating, and substance use disorders across the lifespan. It also covers the psychological assessment and treatment of common psychological disorders across the lifespan, such as anxiety disorders, mood disorders, internalising and externalising problems, and autistic spectrum disorders. Additionally, risk assessment and screening for psychosis will be reviewed. The aim of this unit is to facilitate the development of knowledge of clinical assessment and intervention skills with a particular focus on evidence-based assessment, formulation, and intervention for psychological disorders across the lifespan.

Evidence-based Practice For Psychologists

Psychology practice is critical in modern society as psychologists possess professional training and clinical skills that help people learn to cope more effectively with life issues and mental health problems. In order to effectively employ empirically supported treatments to help their clients, psychologists need to be able to consult research literature and use research methods to evaluate their own practices. This unit is designed to help provisional psychologists become competent scientists and practitioners who operate in line with the scientist-practitioner model of evidence-based practice.

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

This unit aims to provide you with research and analytic skills to support your own research projects and evidence-based practice as a psychologist, including assessing client progress.

Professional Placement

The ability to integrate theoretical knowledge into clinical practice is integral to the practice of psychology. The practicum unit is designed to provide you with experience in delivering simulated psychological services within a university-based clinic to complement the theoretical learning that takes place in the coursework units. The focus of this practicum is on the development of clinical interviewing, case formulation, treatment planning, delivery of interventions and monitoring client outcomes with simulated clients requiring a structured psychotherapeutic intervention. Cultural considerations in clinical practice will also be a focus of learning throughout the practicum. You will be encouraged to approach applied problems and skill-based learning from a hypothesis-based assessment perspective consistent with a scientist-practitioner model. Professional ethics and behaviours are an integral part of learning in this unit. The aim of this unit is to facilitate the development of initial psychological practice skills that are required to work effectively with clients.

Research Capstone Experience

The practice of psychology is based on the scientist-practitioner model, and as such, knowledge and critical analysis of research is essential for evidence-based practice. This research unit allows you to demonstrate the critical analysis and integration of psychological knowledge you will acquire throughout the program, within the context of a research project. You will be given a specific research question that relates to a simulated single-case design study. Using simulated role plays you will be required to undertake processes relating to gaining consent, selection of assessments, reviewing the literature for evidence-based treatments, implementing an intervention, monitoring client progress, and providing feedback in a structured environment. The data you collect throughout the case will then be analysed and the case will be written up as a research report. The aim of this unit is to provide you with a capstone experience that allows you to demonstrate the integration of theoretical knowledge, clinical skills, and research analytic abilities acquired through your postgraduate study.

Master of Psychology (Clinical)

⌖ Melbourne, Strathfield   ⌚ 2 yrs FT (or equivalent PT)

Master of Psychology (Educational and Developmental)

⌖ Melbourne   ⌚ 2 yrs FT (or equivalent PT)

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

You will undertake specified core units (50 or 60 credit points depending on the stream), specialisation units (40 or 30 credit points depending on the stream), practicum units (40 credit points), and thesis units (30 credit points). You will acquire the knowledge and skills for professional practice and research, gaining practical experience in delivering a range of psychological services.

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

- completed within the last 10 years a bachelor degree with honours in an accredited psychology course with a minimum of Second Class Division A (Hons 2A), or
- completed within the last 10 years a bachelor degree with accredited four year major study in psychology (Hons2A or equivalent), or
- completed within the last 10 years a bachelor degree with accredited three year major study in psychology and satisfactory completion of an additional year of accredited study in psychology, or equivalent, with an overall mark equivalent to Second Class Division A (Hons 2A), or

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

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

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

MASTER OF PSYCHOLOGY (CLINICAL) – SAMPLE COURSE MAP (FT)			
YEAR 1	Semester 1	Professional practice in psychology Therapeutic skills	Psychological assessment Practicum skills
	Semester 2	Adult clinical psychology Child clinical psychology	Practicum A Evidence-based practice for psychologists
YEAR 2	Semester 1	Clinical health psychology and psychopharmacology Advanced psychotherapeutic interventions	Practicum B Research 1
	Semester 2	Practicum C	Research 2

MASTER OF PSYCHOLOGY (EDUCATIONAL AND DEVELOPMENTAL) – SAMPLE COURSE MAP (FT)			
YEAR 1	Semester 1	Professional practice in psychology Therapeutic skills	Psychological assessment Practicum skills
	Semester 2	Psychopathology Learning difficulties: assessment and intervention	Practicum A Evidence-based practice for psychologists
YEAR 2	Semester 1	Applied educational psychology Applied developmental psychology	Practicum B Research 1
	Semester 2	Practicum C	Research 2

Professional Practice In Psychology

In order to ensure that psychologists practice in ways that protect public safety, a thorough knowledge of ethical, professional and legal requirements is required. Failure to understand and apply relevant regulatory frameworks can have significant implications on both the welfare of clients and their practitioners, and significantly damage the reputation of psychology as a profession.

This unit explores the various professional standards and codes relevant to the provision of psychological services, including the Australian Psychological Society Code of Ethics, APS Ethical Guidelines, the Australian National Practice Standards for the Mental Health Workforce, and relevant state and federal legislative requirements. Developing and applying an ethical decision-making approach in psychological practice is emphasised, with specific exploration of topics such as the client's rights, who is the client in third party referrals, the impact of multiple role relationships, the need for professional boundaries, and the purposes and limits of confidentiality. The unit will also introduce knowledge of local and international perspectives in relation to professional practice in psychology and draw from cross-cultural research, with a particular reference to Indigenous Knowings.

Therapeutic Skills

The ability to conduct effective, evidence-based therapeutic intervention is a core competency required of psychologists in order to provide optimal benefit to their clients and the community. In order to achieve this competence it is necessary to have strong client engagement skills, well-honed clinical observation skills, good communication and interpersonal skills, sound psychological theoretical knowledge (of both empirically based treatment approaches and the crucial elements of effective therapeutic relationships), and the ability to effectively apply the techniques of at least one evidence-based therapeutic approach. This unit provides theoretical and practical training in non-specific therapeutic factors, basic counselling skills across the lifespan, behaviour therapy, cognitive behaviour therapy and cultural influences on therapeutic intervention. The aim of the unit is to develop and enhance interpersonal and communication skills, understanding of evidence-based therapeutic approaches and the ability to apply therapeutic techniques effectively.

Psychological Assessment

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

This unit is designed to provide a detailed study of the principles and methods of psychological test administration and interpretation, case formulation, report writing and feedback of assessment results. There will be a particular focus on the importance of developmental system models and cultural sensitivity in assessment. You will acquire knowledge of the major methods of evaluating cognitive functioning, educational achievement and behavioural/emotional adjustment of infants, children, adolescents and adults. The overall aim of the unit is to teach skills in evaluation, administration and interpretation of psychological tests and to assist you to become competent in integration of the diverse information gathered during psychological assessment and to provide appropriate written and oral feedback on assessment results.

Practicum Skills

Mental illness is widespread in Australia and there is a pervasive need for the training and development of specialised professionals who are skilled at delivering safe, effective, and well validated mental health support. In order to provide effective psychological assessment and interventions on placements, provisional psychologists require a solid grounding in fundamental clinical skills that are critical to practicing safely and ethically with clients and developing their skills as clinicians. As such, this unit is designed to help provisional psychologists develop the professional competencies required during their supervised psychological practice.

You will develop your professional knowledge and competence in foundational clinical skills, including clinical interviewing, recording behavioural observations, case formulation, risk assessment, record keeping, communicating with third parties and providing feedback to clients. There is a focus on skill acquisition within the context of diversity and cultural competence.

The aim of this unit is to provide you with the necessary clinical skills to support your client work during professional placements.

Adult Clinical Psychology (clinical stream only)

In order to address the increasing prevalence of psychological disorders in adults around the world and in our communities, the practice of clinical psychology requires an in-depth and critical understanding and application of the principles and methods of psychological diagnosis, assessment, formulation and intervention of psychological disorders in adults. This unit is designed to provide a detailed study of diagnostic criteria, aetiological factors (including epidemiological, risk, protective and maintenance factors) and psychological models relevant to assessment and intervention of psychological disorders. There will be a particular focus on empirically validated interventions for severe, complex, and chronic disorders diagnosed in adults, including anxiety and mood disorders, and disorders associated with eating, addictive behaviours, personality and psychosis. You will acquire knowledge of assessment and intervention skills with a particular focus on evidence-based assessment, formulation and intervention for psychological disorders in adults. The aim is to provide you with essential knowledge and practical skills to support your clinical work with adults with psychological disorders.

Child Clinical Psychology (clinical stream only)

The practice of clinical psychology requires an in-depth and critical understanding and application of the principles and methods of psychological diagnosis, assessment, formulation and intervention of psychological disorders. This unit covers the critical examination of assessment tools, major diagnostic systems, and evidence-based clinical interventions, to reliably assess, diagnose and treat common psychological disorders of childhood and adolescence. You will acquire knowledge of assessment and intervention skills with a particular focus on evidence-based assessment, formulation and intervention for psychological disorders in childhood and adolescence. The aim is to provide you with essential knowledge and practical skills to support your clinical work with children and adolescents with psychological disorders.

Practicum A/B/C

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

Evidence-based Practice For Psychologists

Psychology practice is critical in modern society as psychologists possess professional training and clinical skills that help people learn to cope more effectively with life issues and mental health problems. In order to effectively employ empirically supported treatments to help their clients, psychologists need to be able to consult research literature and use research methods to evaluate their own practices. This unit is designed to help provisional psychologists become competent scientists and practitioners who operate in line with the scientist-practitioner model of evidence-based practice.

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

The aim is to provide you with research and analytic skills to support your own research projects, as well to provide skills to support evidence-based practice in your career as a psychologist, including assessing client progress.

Clinical Health Psychology And Psychopharmacology (clinical stream only)

Many clinical psychologists work in health settings to assist patients with acute or chronic illnesses, and to prevent or tackle emotional problems and disorders that can arise during ill health. This unit is designed to provide a detailed study of health psychology, behavioural medicine and rehabilitation principles and procedures, and their evidence-based applications in clinical health settings. It will cover psychosocial processes associated with health and illness, health promoting behaviours, and the application of evidence-based psychological interventions targeting health and illness. There will be a focus on psychological assessments and interventions of major health problems (eg drug and alcohol or obesity problems), including motivational interviewing and relapse prevention. Effective and professional collaboration with other health professionals within a multidisciplinary team will also be addressed. In addition, as knowledge of psychopharmacology is essential to working effectively in health and mental health settings and with medical professionals, the unit will also provide you with a basic understanding of empirically validated psychopharmacological treatments for psychological disorders. You will also acquire knowledge of the basic principles of drug action and pharmacokinetics, and the common indications, contraindications and adverse effects of psychotropic medication.

The aim of the health psychology component of this unit is to provide you with essential knowledge, analytic and practical skills to support the practice of clinical psychology in health settings. The aim of the psychopharmacology component is to provide you with a basic understanding of empirically validated psychopharmacological treatments for psychological disorders.

Advanced Psychotherapeutic Interventions (clinical stream only)

To address the increasing prevalence of complex psychological disorders in Australia and around the world, clinical psychologists need to be knowledgeable of, and competent in, a wide range of innovative and evidence-based interventions. Although cognitive behaviour therapy is the treatment of choice for many disorders, a lack of treatment response is not uncommon for complex psychological disorders. Therefore, more advanced knowledge and application of other psychotherapeutic approaches are essential. This unit is designed to provide more detailed study of advanced psychotherapeutic interventions. You will gain an understanding of principles and techniques associated with a range of interventions, including transdiagnostic approaches (ie approaches such as acceptance and commitment therapy that target a broad range of diagnoses), and eHealth approaches, as well as ways of tailoring interventions (eg adapting a treatment that is sensitive to Indigenous issues). In learning to develop, monitor, and modify case formulations and treatment plans consistent with these principles and based on an understanding of intra- and interpersonal processes, you will attain competencies in selecting, designing, and implementing individually tailored and culturally responsive interventions. The aim of this unit is to provide you with in-depth knowledge and opportunities to practice evidence-based therapeutic modalities that go beyond standard cognitive-behavioural interventions.

Research 1

The practice of psychology is based on the scientist-practitioner model, and as such, knowledge and critical analysis of research is essential for evidence-based practice. This is the first of two units where you will engage in a significant research investigation/project. This unit will support you to identify research questions and develop the ability to formulate a defensible research proposal based on a review of the most relevant available literature. In this unit you complete the groundwork for the project, including a detailed research proposal and ethics application (as appropriate). The project will address an area of relevance to the specialisation stream (clinical or educational and developmental) you have selected.

The unit aims to develop generic and specific skills in relation to the formulation of a research proposal in an area of psychology related to your specialisation stream.

Research 2

The practice of psychology is based on the scientist-practitioner model, as knowledge and critical analysis of research is essential for evidence-based practice. In this double-weighted unit you will complete research in an area of relevance to your specialisation stream (clinical or educational and developmental). You will write a research report in journal paper format and submit it for examination. You will also be required to present your research in a suitable forum associated with psychology at ACU.

The aim of this unit is for you to apply your knowledge of psychological research by producing a publishable research report. The unit will promote your transition to life-long learning as a self-reliant and critically reflective professional.

Psychopathology (educational and developmental stream only)

Psychological disorders are prevalent in Australia and knowledge of the diagnostic criteria and evidence-based intervention for common psychological disorders ensures that psychologists are skilled at identifying and treating them. Psychologists require in-depth, critical understanding and application of the principles and methods of psychological diagnosis, assessment, formulation and intervention of psychological disorders in order to provide empirically supported, evidence-based services. This unit covers the critical examination of major diagnostic systems and diagnostic criteria. Competencies to reliably diagnose common psychological disorders will be examined, including adjustment, anxiety, mood, eating, and substance use disorders across the lifespan. It also covers the psychological assessment and treatment of common psychological disorders across the lifespan, such as anxiety disorders, mood disorders, internalising and externalising problems, and autistic spectrum disorders. Additionally, risk assessment and screening for psychosis will be reviewed. The aim of this unit is to facilitate the development of knowledge of clinical assessment and intervention skills with a particular focus on evidence-based assessment, formulation, and intervention for psychological disorders across the lifespan.

Learning Difficulties: Assessment And Intervention (educational and developmental stream only)

Identification of learning difficulties and providing early intervention reduces the impact of learning problems and can improve academic outcomes for individuals. Learning difficulties are increasingly prevalent in children and young people, as well as in those with disabilities. Educational and developmental psychologists are in the position to assess the underlying nature of the learning difficulty and provide recommendations and interventions that are empirically proven to be effective.

This unit will provide knowledge of the range of learning difficulties and exceptionalities, and the process of assessing these through standardised testing. There is a focus on developing assessment and communication skills to provide parents, teachers and individuals with clearly defined learning capabilities and appropriate recommendations for remediation. The unit will cover developmental trends in the acquisition of literacy and numeracy skills, and the theories which attempt to explain difficulties in these areas of learning. Approaches to assessment and intervention will be covered in depth, with an emphasis on empirically validated procedures. The unit will also examine common comorbid conditions and how these affect assessment and intervention. The aim will be to learn how to apply learning theories to the assessment, diagnosis and treatment of specific learning disorders.

Applied Educational Psychology (educational and developmental stream only)

Educational psychology involves working with individuals and groups across the lifespan to apply principles of learning and to develop educational interventions to improve outcomes. Part of educational psychology involves providing early intervention and prevention strategies targeting children and young people to reduce the impact of developmental mental health issues increasing in severity. Educational psychologists also work in a range of settings applying the principles of educational and developmental psychology to improve learning and behavioural outcomes for individuals. Educational settings provide an opportunity for psychologists to implement group-based interventions allowing more young people access to psychological services. In order to provide effective and empirically supported interventions in educational settings, psychologists need to be able to understand theories of learning and development, and the ability to provide intervention to a range of stakeholders. This unit deals with the role of the educational psychologist in organisations such as schools, early intervention and disability services. The focus will be on the skills to develop policies and interventions for a range of issues such as social skills deficits, discipline strategies, bullying, risk and crisis management, trauma, and integration.

The unit will provide knowledge on working within systems (such as schools, families and organisations) and the process of consulting and collaborating with a range of parties. There is a focus on developing skills in communicating effectively with a range of individuals and groups, and assisting others to implement programs designed to improve learning and behavioural problems. Educational psychologists work within a variety of social contexts, including schools, organisations and with individuals and families, and the role of these systems will be examined. The overall aim of this unit is to develop applied educational psychology skills that will be needed to work within organisations and systems in the community.

Applied Developmental Psychology (educational and developmental stream only)

Providing psychologists with training and knowledge regarding psychological difficulties that arise across the lifespan allows for effective intervention and prevention. Developmental psychology provides an understanding of factors that influence the course of development, and developmental problems that may be faced by individuals across the lifespan.

The unit will provide knowledge on the prevalent challenges that present in each life phase, along with assessment strategies and intervention approaches. There is a focus on developing skills in communicating effectively with people across the lifespan and with various levels of developmental difficulties, and understanding the impact of common psychological or cognitive challenges on development. In addition, the impact of common life traumas and events on development will also be investigated. The aim of the unit is to enable you to integrate your knowledge of developmental theory with psychological problems that present across the lifespan.

Master of Psychology (Clinical)/Doctor of Philosophy

📍 Melbourne, Strathfield   🕐 4 yrs FT (or equivalent PT)

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

📍 Melbourne   🕐 4 yrs FT (or equivalent PT)

The Master of Psychology/Doctor of Philosophy combines professional training within clinical psychology or educational and developmental psychology with a research Doctor of Philosophy (PhD). You will gain experience in the delivery of psychological services through practicums, study subjects such as Psychological Assessment, Professional Practice in Psychology, and Therapeutic Skills, and complete a doctoral thesis concurrently. In the clinical psychology stream, you will specialise in adult and child clinical psychology, clinical health psychology and psychopharmacology as well as advanced psychotherapeutic interventions. In the educational and developmental stream, you will specialise in learning difficulties, applied educational psychology and applied developmental psychology.

Entry requirements: Eligible students who are already enrolled in one of the Master of Psychology degrees may apply to also undertake a PhD after completion of their first year. To be eligible, students must have been admitted to the master's degree with a minimum of Second Class Honours – Division A (HIIA) or equivalent, and must have completed the first year of their master's course with a distinction average across all subjects.

While the master's and PhD degrees are partly undertaken concurrently, they are administered separately. Interested students should first contact their psychology course coordinator to explore potential research areas, identify a potential PhD supervisor and write a brief research proposal. Following this, students may apply to Candidature Services for admission to the PhD.

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

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

MASTER OF PSYCHOLOGY (CLINICAL)/DOCTOR OF PHILOSOPHY AND MASTER OF PSYCHOLOGY (EDUCATIONAL AND DEVELOPMENTAL)/DOCTOR OF PHILOSOPHY – SAMPLE COURSE MAP			
YEAR 1	Semester 1	Professional practice in psychology Therapeutic skills	Psychological assessment Practicum skills
	Semester 2	(Clinical stream) Adult clinical psychology (Clinical stream) Child clinical psychology (Educational and developmental stream) Psychopathology (Educational and developmental stream) Learning difficulties: assessment and intervention	Practicum A Evidence-based practice for psychologists
YEAR 2	Semester 1	(Clinical stream) Advanced psychotherapeutic interventions (Educational and developmental stream) Applied educational psychology	Doctoral thesis (FT), or Doctoral thesis (PT)
	Semester 2	Practicum B	Doctoral thesis (FT), or Doctoral thesis (PT)
YEAR 3	Semester 1	(Clinical stream) Clinical health psychology and psychopharmacology (Educational and developmental stream) Applied developmental psychology	Doctoral thesis (FT), or Doctoral thesis (PT)
	Semester 2	Practicum C	Doctoral thesis (FT), or Doctoral thesis (PT)
YEAR 4	Semester 1		Doctoral thesis (FT), or Doctoral thesis (PT)
	Semester 2		Doctoral thesis (FT), or Doctoral thesis (PT)

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

Please see pages 25-27 for descriptions of the psychology coursework units.

RESEARCH

Master of Health Science Research*

📍 Online   🕐 1.5 years: First year PT only, thereafter PT or FT

This program provides students with the knowledge and skills to plan and execute a substantial piece of ethical research with a high level of personal autonomy and accountability in a range of health contexts according to the discipline area. Supervision provided will be subject to availability of supervisors and resources.

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

- an undergraduate degree and at least a graduate certificate/diploma in an appropriate field of study with a credit average or higher, or

- an undergraduate degree in a health or health-related profession, with a credit average or higher, and at least 12 months in professional practice.

Exit points: a. Students successfully completing 160 credit points and a pass on thesis examination will exit with a Master of Health Science Research (Discipline).
b. Failure to successfully complete timely Confirmation of Candidature will trigger an exit with a graduate certificate (health science research methods), provided all four units have achieved a pass grade.

Subject to final approval.

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   🕐 3 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 candidate's work is assessed on the basis of a thesis.

2. PhD with publication: a candidate's work is assessed on the basis of the submission of a thesis containing a number of papers written 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.

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Pierre-Cedric
MBA (Executive) graduate

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MASTERCLASS AND SHORT COURSE TOPICS

Psychology of selling

Negotiation leadership

Embedding good governance in organisations

Social psychology of risk

Mindfulness and leadership

Change management

Leadership and executive coaching

Emerging technologies

Business administration

Marketing for leaders

Organisational strategy

Science of high performance teams

Science of influencing people

Leadership and culture

Having difficult conversations and setting boundaries

Systemic thinking

EXECUTIVE POSTGRADUATE QUALIFICATIONS

Executive Master of Business Administration

Management of not-for-profit organisations

Leadership and Catholic culture

Governance and management

Psychology of risk

Family and systemic therapy

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