

POSTGRADUATE

COURSE GUIDE 2018

NURSING, MIDWIFERY, PARAMEDICINE AND PUBLIC HEALTH





Professor Michelle Campbell, Executive Dean, Faculty of Health Sciences

EXECUTIVE DEAN'S

WELCOME

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

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

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

As part of a research intensification program, the University has established three research institutes focusing on health sciences – the Mary MacKillop Institute for Health Research, the Institute for Positive Psychology and Education, and the Institute for Health and Ageing. The program drives excellence in research for the benefit of our students, our communities, and the world. This rich research culture informs our teaching and engages our staff with experts across the globe. In the most recent Excellence in Research for Australia (ERA) assessment, ACU received the top score of five in human movement and sports science, nursing, public health and health services, and psychology.

If you are considering postgraduate study at ACU, I urge you to read on. The Faculty of Health Sciences provides an exciting and dynamic environment in which to pursue further study. I am confident you will find your studies with us a rewarding experience.

Professor Michelle Campbell
Executive Dean, Faculty of Health Sciences

VISIT OUR WEBSITE

For in-depth course information, including fees, scholarships, support services and campus information. Visit acu.edu.au/postgraduate

GOT A QUESTION?

acu.edu.au/askacu

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ACU students, North Sydney Campus

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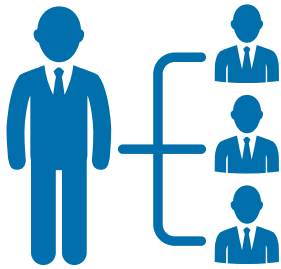
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ACU students, Brisbane Campus

TOP FIVE REASONS

TO CHOOSE ACU



01

THE BEST PEOPLE

We give you the chance to learn from world-leading academics and researchers. Our teams have secured millions of dollars in research funding, and are internationally recognised for their innovative work improving health outcomes.

02

FLEXIBLE STUDY

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

03

PERSONAL ATTENTION

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



04

WORLD-CLASS RESEARCH

ACU has ramped up its research. We launched seven research institutes overall, with impressive results. Our research in the areas of nursing, and public health and health services, is rated well above world standard.



05

SPECIALIST FACILITIES

State-of-the-art facilities include health simulation centres and specialist clinics. We have clinical schools based at leading hospitals around the country.

acu.edu.au/askacu



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

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

STUDY MODES

AND LOCATIONS

STUDY MODE IS THE WAY IN WHICH A COURSE OR UNIT IS DELIVERED.

ACU OFFERS A NUMBER OF FLEXIBLE DELIVERY OPTIONS TO SUIT YOUR FAMILY AND WORK COMMITMENTS.

FOR FURTHER CLARIFICATION OF THE STUDY MODE YOUR COURSE WILL BE DELIVERED IN, CONTACT ASKACU AT ACU.EDU.AU/ASKACU

FULL-TIME

A full-time student is a one who undertakes a load of at least 0.75 EFTSL. For example, in a course with the standard annual credit point load of 80 credit points, to be enrolled full-time a student must undertake at least 30 credit points per semester.

PART-TIME

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

ONSHORE

Delivered at an ACU campus.

OFF-CAMPUS

Delivered at another location.

OFFSHORE

Delivered at an overseas location.

ONLINE

Delivered fully online including assessments.

ATTENDANCE

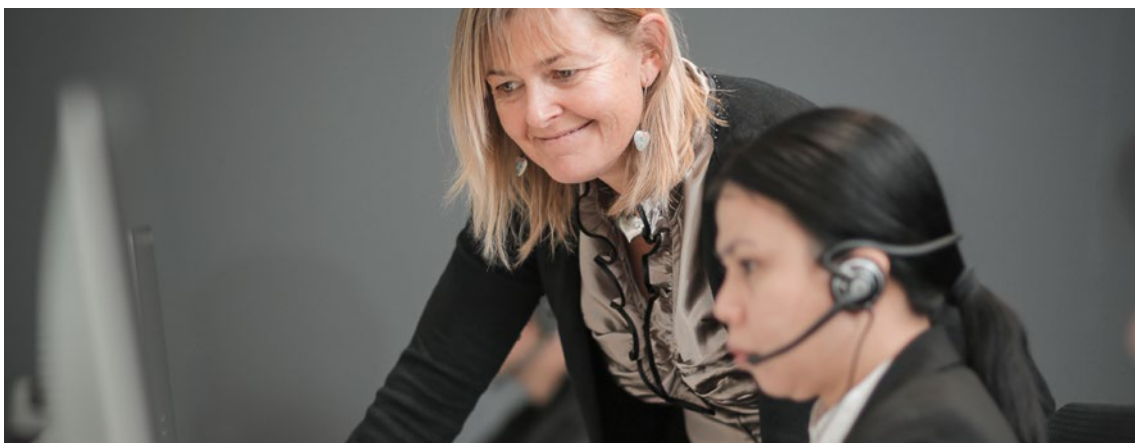
Primarily attendance, either face-to-face or via video conference, at an ACU campus or another location.

MULTI-MODE

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

INTENSIVE

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



POSTGRADUATE

STUDY OPTIONS

COURSEWORK

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

SINGLE UNIT

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

Units of study: One (10 credit points)

GRADUATE CERTIFICATE

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

Units of study: Four (40 credit points)

GRADUATE DIPLOMA

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

Units of study: Eight (80 credit points)

MASTERS DEGREE

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

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

HIGHER DEGREE RESEARCH

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

Master of Health Science Research:*

18 months of full-time study
(or equivalent part-time)

Master of Philosophy (MPhil):

Two years of full-time study
(or equivalent part-time)

Doctor of Philosophy (PhD):

Three to four years of full-time study
(or equivalent part-time)

*Subject to review



Clinical Research Fellows, Nursing Research Institute

FINANCIAL ASSISTANCE

AND SCHOLARSHIPS



FULL FEE-PAYING

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

acu.edu.au/askacu

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

studyassist.gov.au



COMMONWEALTH SUPPORTED PLACE (CSP)

Commonwealth supported places are subsidised by the Australian Government, with the student paying the remainder of the fees through a 'student contribution' amount. Not all postgraduate courses offer CSP places, and eligibility requirements apply.

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

studyassist.gov.au



FACULTY ALUMNI REBATE

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

acu.edu.au/fhs/alumni-rebate



RESEARCH TRAINING PROGRAM

Commencing domestic students enrolling in a master-by-research or doctoral degree at ACU may be granted a Research Training Program Fee Offset Scholarship under the Australian Government's Research Training Program. This means that candidates are exempt from paying tuition fees.



POSTGRADUATE COURSEWORK SCHOLARSHIPS

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



POSTGRADUATE RESEARCH SCHOLARSHIPS & FINANCIAL ASSISTANCE

For further information on scholarships available to postgraduate research candidates, visit research.acu.edu.au/graduate-research/scholarships

HOW TO APPLY

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

acu.edu.au/apply

If you have any questions about your ACU application, visit acu.edu.au/askacu



01 CHOOSE THE COURSE YOU WOULD LIKE TO STUDY

Read ACU's *Nursing, Midwifery, Paramedicine and Public Health Postgraduate Course Guide 2018*

Browse acu.edu.au/courses

02 CHECK IMPORTANT DATES AND APPLICATION REQUIREMENTS

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

03 BROWSE THE SCHOLARSHIPS OFFERED TO STUDENTS

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

04 APPLY ONLINE DIRECT TO ACU

Apply for your course at acu.edu.au/courses

HIGHER DEGREES BY RESEARCH

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

To apply:

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

acu.edu.au/research/apply

SCHOOL OF

NURSING, MIDWIFERY AND PARAMEDICINE

The School of Nursing, Midwifery and Paramedicine has the largest intake of nursing students in Australia and spans five campuses – Ballarat, Brisbane, Canberra, Melbourne, and North Sydney.

We have produced thousands of compassionate caregivers who are helping 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 and can be tailored to suit individual career aspirations.

Along with researchers, lecturers, and clinical supervisors, there are 14 joint research appointments with public and private health services. Research in the school focuses on five major national 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.

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

- Collaboration between nursing and medical practitioners in primary health care in Australia.
- Facilitating change in a neonatal intensive care redevelopment: A participatory action research project.
- The phenomenon of pain management in women living with chronic pelvic pain.
- Evaluation of a new paediatric emergency department at a public hospital in Queensland.
- Improving care options and birth outcomes for women in early labour.
- The effectiveness of the Protection Motivation Theory and social support on type 2 diabetes mellitus preventive behaviours among populations at risk in Thailand.
- Barriers to the uptake of effective lifestyle change in patients following myocardial infarction in Thailand.
- Diagnose and Manage Early: Women's Ischaemia and Infarction (DaME II).
- Evaluation of a behaviour change intervention to improve the management of fever, hyperglycaemia, and swallowing dysfunction following acute stroke.

acu.edu.au/so-nmp



Professor Sandy Middleton, Director, Nursing Research Institute, with patient and colleague

SCHOOL OF

ALLIED HEALTH

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

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

Flexible learning options are available across six campuses based in Brisbane, Ballarat, Canberra, Melbourne, and Sydney (Strathfield and North Sydney). Our postgraduate programs (coursework and research) are flexible, allowing students to access our high-quality programs from anywhere in the world and fit study into their busy schedules.

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

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

- Centre for Disability and Development Research: Enabling diversity across the lifespan
- Institute for Child Protection Studies

Current research themes include:

- An emphasis on involving 'hard-to-reach' populations, such as children with disability, Aboriginal people and refugees, in research projects.
- Parent health and wellbeing in the presence of childhood disability, chronic conditions or disadvantage.
- A focus on health and wellbeing outcomes that then informs professional practice in health and human services, as well as broader public health policy.

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

- Human rights as constructed and understood by African families from refugee backgrounds.
- Orthosis prescription for children with cerebral palsy: using the Neurological Hand Deformity Classification to guide clinical decision making.
- Daily Living Transactions: Understanding how children and caregivers work together to complete daily living tasks and routines when the child has cerebral palsy.
- Moving towards a classification of functional visual ability for children with cerebral palsy.
- Making meaning out of disaster: The role of emergent groups in post-disaster communities.
- Exploring cross-disciplinary perspectives of mental health interventions and recovery.
- Children's experiences of separation and divorce
- Art therapy in rural and urban Australia: A social work perspective.

acu.edu.au/so-alliedhealth



ACU students, Melbourne Campus

ACADEMIC PROFILES



PROFESSOR SANDY MIDDLETON

School of Nursing, Midwifery and Paramedicine/ Nursing Research Institute

Professor Sandy Middleton joined ACU in 2005 and in 2008 was appointed Professor of Nursing Research and Director of the Nursing Research Institute – a joint initiative between ACU and St Vincent’s Health Australia (Sydney).

Professor Middleton has a particular interest in stroke research and evaluation of nurse-led interventions to improve patient outcomes.

In 2011, together with a team of researchers, Professor Middleton published the findings from the landmark Quality in Acute Stroke Care trial in *The Lancet*. The study generated significant media coverage, won the 2011 Award for Impact at the Canadian Stroke Congress, and was a finalist in the NSW Premier’s Public Sector Awards. In 2014, Professor Middleton led a team that successfully translated these findings into clinical practice in all 36 NSW stroke services. This translational project was awarded the 2014 NSW Premier’s Public Sector Award for Improving Performance and Accountability. In 2014, Professor Middleton was awarded the NSW Health Excellence in Innovation Research Nursing and Midwifery Award.

Professor Middleton currently leads a team conducting the National Health and Medical Research Council funded (\$2.25M) T3 Trial: Triage, Treatment and Transfer of Patients with Stroke in Emergency Departments.



PROFESSOR LIZ FORBAT

School of Nursing, Midwifery and Paramedicine

Professor Liz Forbat joined ACU in 2015 in a joint appointment with Calvary Public Hospital, Canberra, as Professor of Palliative Care.

Professor Forbat studied psychology as an undergraduate, and worked clinically in the NHS in England, before conducting a PhD on caregiving relationships. Keen to continue with clinical work, she then trained as a psychotherapist while working as a health researcher. She has built up a portfolio of work across a number of areas including dementia, psycho-oncology and specialist palliative care. She currently combines the skills from both academic and clinical work by focusing on how to improve the experience of serious ill-health through running robust research studies and providing therapy.

Professor Forbat’s interests are in healthcare relationships, service user/ consumer involvement, psycho-oncology and healthcare conflict. Her initial research training in her PhD was in qualitative methods (discourse analysis), recognising the power of stories in understanding people’s experiences of their illness. Subsequent to her PhD, her research studies often adopt mixed methods, combining quantitative randomised controlled trials with qualitative methods. Professor Forbat is always keen to support clinicians to engage in research, and researchers to engage in clinical settings to ensure that there can be smooth transition in learning from both domains to improve health care.



PROFESSOR KIM FOSTER

School of Nursing, Midwifery and Paramedicine/Mental Health Nursing Research Unit

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 and NorthWestern Mental Health (NWMH), Melbourne Health. Her 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 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. Her 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. In 2011 Professor Foster was awarded a Churchill Fellowship in the field of resilience, and is currently a chief investigator on a collaborative National Health and Medical Research Council Partnership Grant in the area of paediatric trauma.



ASSOCIATE PROFESSOR SHAWN SOMERSET
School of Allied Health

Associate Professor Shawn Somerset is a nutritionist and public health advocate. He has worked in clinical dietetics practice and in the food industry, and held senior state government scientific advisory positions in the health and agriculture portfolios. He joined ACU in late 2011 to oversee the launch of the Bachelor of Applied Public Health.

Associate Professor Somerset's field of research interest relates to what motivates food choice, and how the expanding world population will find food into the future. He has traced the popularity of school and community gardens in Australia, and shown that participation can enhance nutrition and food security in the long-term unemployed, and enhanced food knowledge and diet in school-aged children. This work is now being used as a basis for student fieldwork opportunities in Thailand, Timor-Leste and Cambodia.

A long-time advocate of the Mediterranean diet, he has also conducted studies on motives for vegetable and fruit consumption, flavonoid (antioxidant) intake, and links between diet and gut bacteria – all towards the prevention of diseases such as heart disease, diabetes, and obesity.

During his career, Associate Professor Somerset has secured more than \$2 million in research and development funding, and published more than 70 research papers and book chapters. He is a Visiting Professor at Agrocampus Ouest, University of Rennes, France, and an Associate Professor of Public Health Research at the Griffith University School of Medicine.



PROFESSOR CHRISTINE IMMS
School of Allied Health
Director, Centre for Disability and Development Research (CeDDR)

Professor Christine Imms' research, and her collaborations with CanChild, have focused on investigating and optimising the participation of disabled children and youth. Her research has predominantly been in the field of paediatric cerebral palsy and includes development and investigation of outcome measures to ensure their validity and reliability for use in research and practice, and investigation of the effectiveness of specific occupational therapy interventions alone or in combination with allied interventions. Professor Imms is the co-founding director of a research centre at ACU – the Centre for Disability and Development Research: Diversity across the Lifespan. The centre is focused on collaborative research that aims to minimise impairment, maximise activity performance, and optimise participation outcomes of people with childhood onset disability.

Professor Imms' areas of focus include childhood onset disability; participation – concepts, measurement, intervention; occupational therapy intervention effects; and lifespan perspective.

Professor Imms is co-treasurer, Australasian Academy of Cerebral Palsy and Developmental Medicine Research Affiliate, Murdoch Childrens Research Institute, Melbourne; Research Affiliate, CanChild Centre for Childhood Disability Research, Ontario, Canada; and Chief Investigator-C: Centre for Research Excellence - Cerebral Palsy: an NHMRC funded initiative.



DR KLAUS GEBEL
School of Allied Health

In 2016 Dr Klaus Gebel joined ACU as a Senior Lecturer in Public Health. He has masters degrees in exercise science from the German Sport University Cologne and Victoria University, Melbourne, where he specialised first in exercise for rehabilitation and then in physical activity and public health. Dr Gebel did his PhD at the School of Public Health at the University of Sydney under the supervision of professors Adrian Bauman and Neville Owen.

His main research areas are the relationship between built environments and physical activity and health effects of physical activity. Dr Gebel has studied and worked at seven universities in three countries and has received multiple scholarships and awards. His 2015 paper in *JAMA Internal Medicine* on how different proportions of moderate and vigorous physical activity affect mortality reached more than 1.1 billion people through the media. He was also invited to present the findings from this study in a TEDx talk.

Recently, Dr Gebel co-edited the book *Walking – Connecting Sustainable Transport with Health*, which brings together experts from urban planning, transportation, and public health.

RESEARCH

ACU has prioritised the intensification of research.

In line with the University's mission, each priority research area strives to make a positive difference in communities and the world at large.

An exciting part of research intensification at ACU is the establishment of seven research institutes, including three focusing on health.

Reflecting the University's Catholic ethos, ACU's priority research areas revolve around key societal needs. These priority research focus areas are as follows.

EDUCATION

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

HEALTH (INCLUDING MENTAL HEALTH)

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

THEOLOGY AND PHILOSOPHY

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

SOCIAL JUSTICE AND THE COMMON GOOD

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

acu.edu.au/research

INSTITUTE FOR POSITIVE PSYCHOLOGY AND EDUCATION

Director: Professor Rhonda Craven

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

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

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

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

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

- Indigenous Culture, Education and Well-Being
- Mindfulness, Compassion and Action
- Physical Activity, Sport and Health Psychology
- Positive Education
- Positive Organisational and Social Context
- Positive Psychological and Social Development
- Positive SELF and Well-Being
- Substantive-Methodological Synergy

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

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



MARY MACKILLOP INSTITUTE FOR HEALTH RESEARCH

Director: Professor Simon Stewart

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

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

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

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

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

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



INSTITUTE FOR HEALTH AND AGEING

Director: Professor Marita McCabe

Aim: The Institute for Health and Ageing aspires to understand the needs of older Australians, define the factors that result in healthy ageing, and understand the elements that maintain functional capability as we age. Through research, we aim to improve quality of life, promote active living, improve social connection, and create age-friendly environments that enhance the ability of older people to age well. Our goal is healthy ageing.

IHA researchers are leaders in their fields and passionate about improving the lives of older people. At IHA, we take a whole-of-person approach to ageing research, from the individual through to the community level, with the goal of influencing policy and practice. Our research themes are multidisciplinary and cover the physical, mental and environmental factors that affect healthy ageing, including societal and economic inequalities that impact health.

Our research themes encompass aged care, built environment, cancer and exercise, inequalities in health, mental and cognitive health, musculoskeletal health, and urban spaces and active ageing. The design, implementation and evaluation of IHA's methodologies are underpinned by strong foundations in biostatistics, health economics and research translation, with health economists and biostatisticians on staff. This ensures our interventions and research activities are practical, effective, sustainable and comprehensive.

IHA provides a dynamic and supportive environment for postgraduate research students interested in pursuing projects with a focus on health and ageing, and we welcome enquiries about potential higher degree by research projects in our areas of expertise.



FACULTY

PARTNERSHIPS

The Faculty of Health Sciences has fostered partnerships with a number of health care providers, enabling it to open clinical schools in New South Wales, the Australian Capital Territory, Queensland, and Victoria.

The University also continues to invest in expanding health sciences facilities on its campuses with the establishment of ACU Health Clinics in Brisbane, Melbourne, Strathfield, and North Sydney. The clinics provide multidisciplinary health services to ACU students, staff, and the wider community, as well as opportunities for professional practice placements with expert clinicians.

A number of collaborative research partnerships have been established to ensure research success for the faculty. Professional appointments to joint chair positions are also in place with a number of health services.

Internationally, the Faculty of Health Sciences has a range of partnerships, which are linked to community engagement in developing countries, research, and academic and cultural exchange.

Partnerships include:



EMPLOYER

PROFILES

COUNSELLING THE CLEVELAND CENTRE, ST VINCENT DE PAUL SOCIETY

"The Cleveland Centre has a long and proud history of accepting ACU students to finalise their practicum/internship and to gain the necessary hours counselling one-on-one with clients of the agency. Interns from ACU have always come with a very high standard of theoretical studies and the professional attitude necessary to become counsellors.

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

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

Mary McLeod, Community Liaison Officer



PSYCHOLOGY AUSTRALIAN CHILDHOOD TRAUMA GROUP

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

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



australian
childhood
trauma
group

Gregory Nicolau, CEO/Consultant Psychologist

SOCIAL WORK CATHOLIC CARE SOCIAL SERVICES, DIOCESE OF PARRAMATTA

"I have supervised a number of ACU social work students over the past few years and have found it an interesting time. Students learn and I learn – so we create a learning environment together.

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

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



NURSING ST VINCENT'S PRIVATE HOSPITAL MELBOURNE

"St Vincent's Private Hospital Melbourne specialises in high acuity medical/surgical nursing including cardiac, neurosciences, paediatrics and midwifery.

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

Annette McLeod and Trish Fenner,
Education Coordinators



CLINICAL EXERCISE PHYSIOLOGY EPWORTH REHABILITATION

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

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

Chris Byrne, Senior Exercise Physiologist



COURSE

**LISTINGS
2018**

ALL OUR COURSES ARE COMPLIANT WITH THE



Please note: Fees cited are domestic student fees for 2018, based on 2018 unit costs. Each unit of study is normally worth 10 credit points but there are some exceptions to this rule. Each year there is a fee increase; fees for programs undertaken over a number of years will therefore differ from those cited here. International students should refer to ACU's *International Course Guide*.

CLINICAL EDUCATION

CAMPUS

Online

FEES

\$2,285 per 10 credit points

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

The graduate certificate provides students with a foundation for facilitating clinical learning; the graduate diploma provides students with the 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 provide the opportunity for students to undertake a project stream or a research stream.

Graduates of these programs 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 with regard 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 REQUIREMENT

Bachelor degree in a health discipline or equivalent.

GRADUATE CERTIFICATE IN CLINICAL EDUCATION

DURATION

1 yr PT
40 credit points

GRADUATE DIPLOMA IN CLINICAL EDUCATION

DURATION

1 yr FT (or equivalent PT)
80 credit points

MASTER OF CLINICAL EDUCATION

DURATION

1.5 yrs FT (or equivalent PT)
120 credit points

CLINICAL EDUCATION – SAMPLE PROGRAM MAP

| Graduate Certificate in Clinical Education – Year 1 (part-time only) | | |
|--|---|--|
| Semester 1 | HLSC608 Theoretical Foundations of Clinical Education | HLSC609 Facilitating Learning in Clinical Settings |
| Semester 2 | HLSC610 Assessment and Evaluation | HLSC618 Curriculum Development and Instructional Design |
| Graduate Diploma in Clinical Education – Year 1 additions | | |
| Semester 1 | HLSC604 Quality and Safety in Health Care | HLSC640 Interpreting Health Research |
| Semester 2 | Research Stream HLSC605 Leadership in Health Care | HLSC646 Qualitative Research Methods OR HLSC647 Quantitative Research Methods |
| | Project Stream HLSC605 Leadership in Health Care | HLSC600 Ethics in Contemporary Practice |
| Master of Clinical Education – Year 2 | | |
| Semester 1 | Research Stream HLSC623 Research Dissertation Part A (20 credit points) | HLSC624 Research Dissertation Part B (20 credit points) |
| | Project Stream HLSC617 Independent Project 2 (20 credit points) | 2 Electives |

HLSC600 ETHICS IN CONTEMPORARY PRACTICE

This unit provides the opportunity for health care professionals 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. Students will evaluate strategies, including the use of ethical theories and principles that can be used to make, and to justify, principled choices in health care delivery.

HLSC604 QUALITY AND SAFETY IN HEALTH CARE

While safe health care and the provision of a safe health care environment are foremost in providing quality care, safety alone will not ensure high-quality health care provision. Quality care goes far beyond a lack of errors and accidents. It is superb care that integrates safety and quality standards into the holistic care of the patient and their family. Quality care should be determined by the patient and family and their view should shape the decision-making of the health care staff and organisational administration. While this unit is framed within the Australian Commission on Safety and Quality in Health Care National Safety and Quality Health Service Standards (NSQHSS), it also provides the opportunity for analysis of various accreditation programs and standards that promote quality and safety in health care agencies.

HLSC605 LEADERSHIP IN HEALTH CARE

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

HLSC608 THEORETICAL FOUNDATIONS OF CLINICAL EDUCATION

Clinical education occurs in diverse and complex clinical settings, and students need knowledge of contemporary education trends and education theory in order to provide rich learning experiences for health students. This unit provides a theoretical basis for learner-centered approaches to facilitating clinical education in simulated and real clinical settings. Students will critically examine the impact of contemporary education trends on clinical education and evaluate models and theories of learning. Students 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. Students will also analyse the characteristics of diverse learner groups.

HLSC609 FACILITATING LEARNING IN CLINICAL SETTINGS

Clinical supervisors need knowledge and skills to successfully facilitate clinical learning for individuals and small groups with diverse learning styles. In this unit, students will critically examine, design, and apply clinical facilitation modules and strategies in a culturally sensitive manner. The learning environment includes both simulated and real clinical settings.

HLSC610 ASSESSMENT AND EVALUATION

Clinical educators need knowledge and skills to plan, implement, and evaluate selected assessment and evaluation strategies as they apply to simulated and real life clinical settings. 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.

HLSC617 INDEPENDENT PROJECT 2

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

HLSC618 CURRICULUM DEVELOPMENT AND INSTRUCTIONAL DESIGN

This unit assists students to build the knowledge they need to develop curriculum in clinical settings, inclusive of such issues as instructional design, curriculum implementation, and curriculum evaluation. Students will examine curriculum concepts, theories, and philosophies. They will establish a familiarity with instructional design that focuses on inquiry-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.

HLSC623 AND HLSC624 RESEARCH DISSERTATION PARTS A AND B

These two units involve the completion of a research project leading to the preparation of an academic dissertation between 15,000 to 18,000 words in length. The process will start with the identification of a research problem and its formulation into a defensible research proposal based on a review of the most relevant available literature. Under the guidance of an approved supervisor, the student will then conduct an individual research project in order to provide insight into the research question. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

HLSC640 INTERPRETING HEALTH RESEARCH

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

HLSC646 QUALITATIVE RESEARCH METHODS

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

HLSC647 QUANTITATIVE RESEARCH METHODS

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



"I went to ACU because they have an affiliation with Royal Melbourne Hospital. I'd seen a couple of people from my ward do the postgrad course. It looked interesting, it looked supportive, and it was very relevant to the area I was working in. The course has really set me up for where I am now – in a more senior position."

FIONA FAULKNER
GRADUATE CERTIFICATE IN CLINICAL NURSING
UNDERGRADUATE EDUCATOR, ROYAL MELBOURNE HOSPITAL

CLINICAL NURSING

CAMPUS

Online

FEES

\$2,263 per 10 credit points

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

In the graduate certificate, students choose one clinical specialisation in which they will develop their skills in providing holistic care, including person and family-centred health promotion. Specific knowledge in the areas of bioscience, pharmacology, and lifespan development, relevant to the chosen specialty will also be explored.

The graduate diploma level units focus on the development of knowledge and skills in ethics, leadership, and quality and safety in health care. Interpretation of health research is also featured.

Students choose to pursue either a project or research stream which they will explore further at masters level. The project stream consists of a combination of projects and electives, while the research stream consists of a research dissertation.

COURSE STRUCTURE

Students must be employed in their chosen area of speciality in one of ACU's partner health facilities. Students will complete two units of study (specialty practice units) in their employing health facility. The following specialties are available:

- Acute stroke care
- Aged care
- Anaesthetics
- Cardiac care
- Cardiothoracics
- Cardiothoracics and heart/lung transplant nursing
- Child and adolescent health
- Emergency
- Intensive care
- Interventional cardiology
- Medical
- Neonatal care
- Neurosciences
- Oncology
- Orthopaedics
- Palliative care
- Perioperative
- Plastics/orthopaedics
- Plastics reconstruction
- Renal
- Surgical

The following specialties are also available fully online to students not employed in one of ACU's partner health facilities. Students must be working in their chosen speciality:

- Aged care
- Child and adolescent health
- Palliative care
- Perioperative
- Cardiac care
- Oncology
- Renal
- Medical
- Surgical
- Emergency

ENTRY REQUIREMENT

Bachelor of Nursing or equivalent and current registration with the Australian Health Practitioner Regulation Agency.

GRADUATE CERTIFICATE IN CLINICAL NURSING

DURATION

1 yr PT
40 credit points

GRADUATE DIPLOMA IN CLINICAL NURSING

DURATION

1 yr FT (or equivalent PT)
80 credit points

MASTER OF CLINICAL NURSING

DURATION

1.5 yrs FT (or equivalent PT)
120 credit points

CLINICAL NURSING – SAMPLE PROGRAM MAP

| Graduate Certificate in Clinical Nursing (named speciality) – Year 1 (part-time only) | | |
|--|---|--|
| Semester 1 | NRSG633 Clinical Nursing | NRSG636 Foundations of Specialty Practice 1 |
| Semester 2 | NRSG635 Extended Clinical Nursing | NRSG637 Foundations of Specialty Practice 2 |
| Graduate Diploma in Clinical Nursing – Year 1 additions | | |
| Semester 1 | HLSC604 Quality and Safety in Health Care | HLSC640 Interpreting Health Research |
| Semester 2 | Research Stream HLSC605 Leadership in Health Care | HLSC646 Qualitative Research Methods OR HLSC647 Quantitative Research Methods |
| | Project Stream HLSC605 Leadership in Health Care | HLSC600 Ethics in Contemporary Practice |
| Master of Clinical Nursing – Year 2 | | |
| Semester 1 | Research Stream HLSC623 Research Dissertation Part A (20 credit points) | HLSC624 Research Dissertation Part B (20 credit points) |
| | Project Stream HLSC617 Independent Project 2 (20 credit points) | 2 Electives |

HLSC600 ETHICS IN CONTEMPORARY PRACTICE

This unit provides the opportunity for health care professionals 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. Students will evaluate strategies, including the use of ethical theories and principles that can be used to make, and to justify, principled choices in health care delivery.

HLSC604 QUALITY AND SAFETY IN HEALTH CARE

While safe health care and the provision of a safe health care environment are foremost in providing quality care, safety alone will not ensure high-quality health care provision. Quality care goes far beyond a lack of errors and accidents. It is superb care that integrates safety and quality standards into the holistic care of the patient and their family. Quality care should be determined by the patient and family and their view should shape the decision-making of the health care staff and organisational administration. While this unit is framed within the Australian Commission on Safety and Quality in Health Care National Safety and Quality Health Service Standards (NSQHSS), it also provides the opportunity for analysis of various accreditation programs and standards that promote quality and safety in health care agencies.

HLSC605 LEADERSHIP IN HEALTH CARE

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

HLSC617 INDEPENDENT PROJECT 2

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

HLSC623 AND HLSC624 RESEARCH DISSERTATION PARTS A AND B

These two units involve the completion of a research project leading to the preparation of an academic dissertation between 15,000 to 18,000 words in length. The process will start with the identification of a research problem and its formulation into a defensible research proposal based on a review of the most relevant available literature. Under the guidance of an approved supervisor, the student will then conduct an individual research project in order to provide insight into the research question. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

HLSC640 INTERPRETING HEALTH RESEARCH

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

HLSC646 QUALITATIVE RESEARCH METHODS

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

HLSC647 QUANTITATIVE RESEARCH METHODS

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

NRSG633 CLINICAL NURSING

The aim of this unit is to prepare students to provide holistic care in specialty practice. Students will examine and apply knowledge and skills for safe, competent person, and family-centred care relevant to their area of specialty practice. The unit focuses on enabling students to perform a comprehensive health assessment and prioritise, implement, and evaluate appropriate nursing care

NRSG635 EXTENDED CLINICAL NURSING

This unit builds on and extends the knowledge and understanding acquired in previous units. The aim is to prepare students to further develop their skills in providing holistic care, including person and family-centred health promotion, in specialty practice. The unit focuses on enhancing skills to work within interprofessional teams planning care for people and families experiencing complex health problems. The students' ability to articulate the evidence base for clinical decisions will be facilitated.

NRSG636 FOUNDATIONS OF SPECIALTY PRACTICE 1

This unit provides the foundational scientific knowledge that underpins selected areas of specialty practice. Specific knowledge in the areas of bioscience, epidemiology, growth and development, and pharmacology, relevant to a student's selected specialty area, will be explored in relation to its application to clinical practice and in the context of typical clinical scenarios.

NRSG637 FOUNDATIONS OF SPECIALTY PRACTICE 2

This unit builds on the foundational bioscience, development, and pharmacology knowledge acquired in previous units. The unit focuses on the pathophysiology of complex conditions and diseases and the scientific concepts underlying complex treatments (pharmacological and other treatments). In addition, consideration is given to rehabilitative and/or palliative approaches to care in the area of specialty practice.



Clinical Research Fellows and nurses, Nursing Research Institute



"This semester my study is all online, which works well around my job, and I can still get support whenever I need it. My ACU course is definitely one of the reasons I got my job at the Queen Elizabeth II Jubilee Hospital – I'd only been studying a few months when I was offered the role."

STEPHY JACOB
MASTER OF HEALTH ADMINISTRATION
HEALTH ADMINISTRATOR, QUEEN ELIZABETH II JUBILEE HOSPITAL, BRISBANE

HEALTH ADMINISTRATION

CAMPUS

Online

FEES

\$2,285 per 10 credit points

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

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

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

Graduates of these programs 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 like 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 REQUIREMENT

Bachelor degree in a health discipline or equivalent.

GRADUATE CERTIFICATE IN HEALTH ADMINISTRATION

DURATION

1 yr PT
40 credit points

GRADUATE DIPLOMA IN HEALTH ADMINISTRATION

DURATION

1 yr FT (or equivalent PT)
80 credit points

MASTER OF HEALTH ADMINISTRATION

DURATION

1.5 yrs FT (or equivalent PT)
120 credit points

HEALTH ADMINISTRATION – SAMPLE PROGRAM MAP

| Graduate Certificate in Health Administration – Year 1 (part-time only) | | |
|---|---|--|
| Semester 1 | HLSC603 Organisational Culture and Management | HLSC604 Quality and Safety in Health Care |
| Semester 2 | HLSC605 Leadership in Health Care | HLSC606 Resource Management |
| Graduate Diploma in Health Administration – Year 1 additions | | |
| Semester 1 | HLSC640 Interpreting Health Research | HLSC607 Policy and Planning in Health Care |
| Semester 2 | Research Stream HLSC600 Ethics in Contemporary Practice | HLSC646 Qualitative Research Methods OR HLSC647 Quantitative Research Methods |
| | Project Stream HLSC600 Ethics in Contemporary Practice | Elective |
| Master of Health Administration – Year 2 | | |
| Semester 1 | Research Stream HLSC623 Research Dissertation Part A (20 credit points) | HLSC624 Research Dissertation Part B (20 credit points) |
| | Project Stream HLSC617 Independent Project 2 (20 credit points) | 2 Electives |

HLSC600 ETHICS IN CONTEMPORARY PRACTICE

This unit provides the opportunity for health care professionals 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. Students will evaluate strategies, including the use of ethical theories and principles that can be used to make, and to justify, principled choices in health care delivery.

HLSC603 ORGANISATIONAL CULTURE AND MANAGEMENT

In this unit, students will critically examine both health care organisations and the management of health care staff within an organisational culture context. Management approaches that recognise the impact of organisational culture will be analysed. These aspects of health care organisations will be considered from within a framework of safety and quality, highlighting safety-culture notions. Strategies to create safe and supportive workplace cultures will also be considered.

HLSC604 QUALITY AND SAFETY IN HEALTH CARE

While safe health care and the provision of a safe health care environment are foremost in providing quality care, safety alone will not ensure high-quality health care provision. Quality care goes far beyond a lack of errors and accidents. It is superb care that integrates safety and quality standards into the holistic care of the patient and their family. Quality care should be determined by the patient and family and their view should shape the decision-making of the health care staff and organisational administration. While this unit is framed within the Australian Commission on Safety and Quality in Health Care National Safety and Quality Health Service Standards (NSQHSS), it also provides the opportunity for analysis of various accreditation programs and standards that promote quality and safety in health care agencies.

HLSC605 LEADERSHIP IN HEALTH CARE

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

HLSC606 RESOURCE MANAGEMENT

This unit provides students with an opportunity to discuss the theories that relate to the management of resources in health care organisations, within a culture that promotes safety and quality of life for staff and patients/clients alike. Environmental, human, and financial resource management principles and practices will be critically examined. Strategies and skills to maximise the allocation and use of resources and enhance accountability will be discussed. In this unit, students will explore how socially responsible organisations can create cultures where the flourishing of human beings is promoted and balanced with organisational goals, strategies, and finances.

HLSC607 POLICY AND PLANNING IN HEALTH CARE

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

HLSC617 INDEPENDENT PROJECT 2

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

HLSC623 AND HLSC624 RESEARCH DISSERTATION PARTS A AND B

These two units involve the completion of a research project leading to the preparation of an academic dissertation between 15,000 to 18,000 words in length. The process will start with the identification of a research problem and its formulation into a defensible research proposal based on a review of the most relevant available literature. Under the guidance of an approved supervisor, the student will then conduct an individual research project in order to provide insight into the research question. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

HLSC640 INTERPRETING HEALTH RESEARCH

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

HLSC646 QUALITATIVE RESEARCH METHODS

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

HLSC647 QUANTITATIVE RESEARCH METHODS

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

HEALTHCARE SIMULATION EDUCATION

GRADUATE CERTIFICATE IN HEALTHCARE SIMULATION EDUCATION

CAMPUS

Brisbane, Melbourne,
North Sydney (multi-mode)

DURATION

1 yr PT
40 credit points

FEES

\$2,263 per 10 credit points

The Graduate Certificate in Healthcare Simulation Education is an advanced program that aims to expand the knowledge and skills required for contemporary simulation practice. Graduates of the program will gain the skills to design, deliver, and evaluate innovative and effective simulation-based learning, teaching, and assessment activities that consider the cultural, social, ethical, and spiritual dimensions of health care education.

The course combines sound educational theory with an evidence-based focus to meet the needs of the learner, education institutions, the health care industry, and other organisations that embrace the use of simulation in health care.

CAMPUS MODE AND INTAKE

Semester 1 (February)

This multi-mode course provides the flexibility of online learning, enhanced by hands-on application during face-to-face workshops conducted at ACU's Brisbane, Melbourne or North Sydney campuses.

COURSE STRUCTURE

Students will complete four units of study (total 40 credit points):

- Theoretical Foundations of Clinical Education
- Simulation Design and Delivery
- Assessment and Evaluation
- Debriefing Frameworks and Reflective Learning.

ENTRY REQUIREMENTS

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

- completed a bachelor degree or equivalent
- access to a simulation learning environment (eg a specialised simulation centre; or an environment where simulation resources are frequently used).

CAREER OUTCOMES

Graduates will be able to apply their knowledge and skills in a range of simulation education contexts.

Employment pathways include:

- Simulation centre manager
- Lecturer/educator of the health care workforce
- Educator of military and emergency services personnel
- Researcher of clinical education outcomes, work-integrated learning pedagogy, simulation pedagogy
- Simulation technician

FURTHER STUDY

Graduates may be eligible to progress to a range of postgraduate course programs.

Articulation arrangements into the Graduate Diploma/Master of Clinical Education:

- 20cp specified credit towards the Graduate Diploma of Clinical Education*
- 20cp unspecified credit towards the Master of Clinical Education* (total 40cp).

*Only graduates of the Graduate Certificate in Healthcare Simulation Education who have completed a bachelor degree in a health discipline or equivalent are eligible.

GRADUATE CERTIFICATE IN HEALTHCARE SIMULATION EDUCATION – SAMPLE PROGRAM MAP

Year 1 (part-time only)

| | | |
|------------|---|---|
| Semester 1 | HLSC608 Theoretical Foundations of Clinical Education | HLSC628 Simulation Design and Delivery |
| Semester 2 | HLSC610 Assessment and Evaluation | HLSC629 Debriefing Frameworks and Reflective Learning |

HLSC608 THEORETICAL FOUNDATIONS OF CLINICAL EDUCATION

Clinical education occurs in diverse and complex clinical settings, and students need knowledge of contemporary education trends and education theory in order to provide rich learning experiences for health students. This unit provides a theoretical basis for learner-centered approaches to facilitating clinical education in simulated and real clinical settings. Students will critically examine the impact of contemporary education trends on clinical education and evaluate models and theories of learning. Students 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. Students will also analyse the characteristics of diverse groups of learners.

HLSC610 ASSESSMENT AND EVALUATION

Clinical educators need knowledge and skills to plan, implement, and evaluate selected assessment and evaluation strategies as they apply to simulated and real life clinical settings. 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.

HLSC628 SIMULATION DESIGN AND DELIVERY

This unit introduces the processes required to design, develop, and deliver simulation programs in a healthcare education context. The unit focuses on empowering students to identify and enact a range of approaches using simulation as a teaching and learning method to maximise a learner's experience of simulation.

HLSC629 DEBRIEFING FRAMEWORKS AND REFLECTIVE LEARNING

The focus of this unit is the development of skills, knowledge, and performance outcomes required to appraise, select, and implement purposeful debriefing strategies in simulation education. Students will plan, conduct, and evaluate debriefing sessions designed to guide performance review and promote reflective learning, clinical reasoning, and clinical judgement, therefore promoting change in cognition, attitude and performance. Students will develop strategies to address challenges relating to debriefing activities and to embed a process of review and refinement to further improve debriefing.



ICU monitor

MENTAL HEALTH (NURSING)

CAMPUS

Brisbane, Melbourne,
North Sydney (multi-mode)

FEES

\$2,263 per 10 credit points

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

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

ENTRY AND OTHER REQUIREMENTS

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

- have completed a Bachelor of Nursing
- provide a statement of employment (in a mental health service).

CAREER OUTCOMES

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

ACCREDITATION

ACU's postgraduate mental health programs are 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 ACMHN Credential for Practice Program.

GRADUATE CERTIFICATE IN MENTAL HEALTH (NURSING)

DURATION

1 yr PT
40 credit points

GRADUATE DIPLOMA IN MENTAL HEALTH (NURSING)

DURATION

1 yr FT (or equivalent PT)
80 credit points

MASTER OF MENTAL HEALTH (NURSING)

DURATION

1.5 yrs FT (or equivalent PT)
120 credit points

MENTAL HEALTH (NURSING) – SAMPLE PROGRAM MAP

| Graduate Certificate in Mental Health (Nursing) – Year 1 (part-time only) | | |
|--|---|--|
| Semester 1 | NRSG651 Holistic Individual Centred Mental Health Nursing Practice* | NRSG652 Recovery Orientated Mental Health Nursing |
| Semester 2 | HLSC654 Balancing Risk in Recovery | NRSG655 Reflective Practice and Clinical Supervision in Mental Health Nursing |
| Graduate Diploma in Mental Health (Nursing) – Year 1 additions | | |
| Semester 1 | NRSG653 Health Promotion and Social Inclusion in Mental Health Nursing | HLSC640 Interpreting Health Research |
| Semester 2 | Research Stream HLSC605 Leadership in Health Care | HLSC646 Qualitative Research Methods OR HLSC647 Quantitative Research Methods |
| | Project Stream HLSC605 Leadership in Health Care | Elective |
| Master of Mental Health (Nursing) – Year 2 | | |
| Semester 1 | Research Stream HLSC623 Research Dissertation Part A (20 credit points) | HLSC624 Research Dissertation Part B (20 credit points) |
| | Project Stream NRSG658 Mental Health Nursing Project (20 credit points) | 2 Electives |

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

HLSC605 LEADERSHIP IN HEALTH CARE

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

HLSC623 AND HLSC624 RESEARCH DISSERTATION PARTS A AND B

These two units involve the completion of a research project leading to the preparation of an academic dissertation between 15,000 to 18,000 words in length. The process will start with the identification of a research problem and its formulation into a defensible research proposal based on a review of the most relevant available literature. Under the guidance of an approved supervisor, the student will then conduct an individual research project in order to provide insight into the research question. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

HLSC640 INTERPRETING HEALTH RESEARCH

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

HLSC646 QUALITATIVE RESEARCH METHODS

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

HLSC647 QUANTITATIVE RESEARCH METHODS

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

HLSC654 BALANCING RISK IN RECOVERY

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

NRSG651 HOLISTIC INDIVIDUAL CENTRED MENTAL HEALTH NURSING PRACTICE

The aim of this unit is to prepare students to provide holistic recovery-orientated care in a mental health practice setting. The unit focuses on the 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. This collaboration helps individuals recover and achieve a fulfilling life within their pre-existing relationships and social networks.

NRSG652 RECOVERY-ORIENTATED MENTAL HEALTH NURSING

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

NRSG653 HEALTH PROMOTION AND SOCIAL INCLUSION IN MENTAL HEALTH NURSING

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

NRSG655 REFLECTIVE PRACTICE AND CLINICAL SUPERVISION IN MENTAL HEALTH NURSING

This unit explores the principles underpinning personal and professional development and reflective practice. Students will explore the importance of self-awareness when monitoring their own practice and the extent to which they work within personal, professional, and organisational values and principles. Students will explore contemporary opinion and research on emotional intelligence/literacy and how this relates to their practice in mental health 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 practice will be incorporated.

NRSG658 MENTAL HEALTH NURSING PROJECT

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

HLSC656 ADVANCED RECOVERY THEORY AND PRACTICE (ELECTIVE)

This unit builds on and extends the knowledge and understanding acquired in other units. Recovery theory, originally developed in relation to psychotic illness, will be examined as it applies to a range of contemporary mental health problems, such as involuntary treatment, criminal justice, 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.



Nursing staff and students, Sydney

MIDWIFERY

BACHELOR OF MIDWIFERY (GRADUATE ENTRY)

CAMPUS

Brisbane*, Melbourne**

DURATION

2 yrs FT (or equivalent PT)
140 credit points

FEES

Commonwealth Supported Place
(refer to page 6)

* Away-from-base mode also offered in Brisbane, for Indigenous students only

** Subject to confirmation. Please check the website for updates

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. Graduates 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.

ACCREDITATION

This course is currently accredited, and is undergoing accreditation review by the Australian Nursing and Midwifery Accreditation Council (ANMAC) for 2018 intake. Graduates of an accredited course will be eligible for registration as registered midwives with the Australian Health Practitioner Regulation Agency (AHPRA).

ENTRY REQUIREMENTS

Applicants must have completed either: a Bachelor of Nursing with a grade point average 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 of post-registration clinical practice; or a Bachelor of Paramedicine with a grade point average of at least 4.0 and be a practising paramedic with a minimum of one year field experience.

BACHELOR OF MIDWIFERY (GRADUATE ENTRY) – SAMPLE PROGRAM MAP

| Year 1 | | | | |
|------------|---|---|--|---------------------------------------|
| Semester 1 | MDGE100 Introduction to Midwifery and Care of the Pregnant Woman (Intensive*) | MDGE101 Introduction to Midwifery Practice (Intensive*) | MIDW216 Midwifery Care of the Birthing Woman | MIDW200 Clinical Midwifery Practice 2 |
| Semester 2 | MIDW215 Perinatal Mental Health | MIDW217 Midwifery Care of the Woman with Complex Needs | MIDW201 Clinical Midwifery Practice 3 | |
| Year 2 | | | | |
| Semester 1 | MIDW246 Midwifery Care of the Postnatal Woman and Family | MIDW335 Babies Needing Extra Care | MIDW300 Clinical Midwifery Practice 4: Caring for Babies | |
| Semester 2 | MIDW351 Global Perspectives on Midwifery | MIDW353 The Inquiring Midwife | MIDW301 Clinical Midwifery Practice 5 (20 credit points) | |

* MDGE100 and MDGE101 commence prior to Semester 1 (two-week intensive mode).

MDGE100 INTRODUCTION TO MIDWIFERY AND CARE OF THE PREGNANT WOMAN

This unit supports a student's transition from the nursing or paramedicine disciplines to the midwifery profession. It ensures students have extending knowledge of the biological and psychosocial changes associated with the creation of life. This unit focuses on the alterations and changes in the antenatal period and introduces intrapartum and immediate postpartum care and the relevant midwifery assessment skills needed to assess and respond to the care needs of a 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. This unit introduces the concept of community engagement as an element of reflective practice and promoting the common good.

MDGE101 INTRODUCTION TO MIDWIFERY PRACTICE

This unit supports the student's transition from the nursing or paramedicine disciplines to the midwifery profession. It provides opportunities for students to integrate theoretical and practical knowledge in simulation laboratories and supervised clinical practice. Foundation midwifery practice skills will be developed and extended through scenario-based learning in the health simulation centre, followed by a period of supervised clinical midwifery practice. Continuity of Care Experiences (CCE) will commence.

MIDW200 CLINICAL MIDWIFERY PRACTICE 2

This unit extends and integrates learning from MDGE101 Introduction to Midwifery Practice, through simulation laboratories and supervised clinical practice, with a focus on normal labour and birth. Students will develop skills to support women during labour and birth, as well as the immediate period following birth, working in collaboration with midwives and health care teams. 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. Students will continue to participate in and learn from the Continuity of Care Experience.

MIDW201 CLINICAL MIDWIFERY PRACTICE 3

This unit extends and integrates learning through simulation laboratories and supervised clinical practice. The focus is on collaborative midwifery care for women experiencing complications and emergencies. Students will continue to participate in and learn from the Continuity of Care Experiences, focusing on complexities in the care of childbearing women and compromised newborns.

MIDW215 PERINATAL MENTAL HEALTH

This unit provides students with 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 health care professional's role in assessment and caring for women with a mental illness will be explored in relation to midwifery practice to prepare students to support women and families challenged by mental health issues.

MIDW216 MIDWIFERY CARE OF THE BIRTHING WOMAN

This unit 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 developed in previous units provides the building blocks for learning in this unit. This unit specifically examines the normal physiological changes during labour and birth and the immediate postpartum period. Common interventions observed in labour and birth and knowledge of common medications will be explored.

MIDW217 MIDWIFERY CARE OF THE WOMAN WITH COMPLEX NEEDS

This unit extends students' 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.

MIDW246 MIDWIFERY CARE OF THE POSTNATAL WOMAN AND FAMILY

This unit will extend foundational knowledge to provide safe, effective culturally appropriate care for women in the postpartum period, including exploring human lactation and infant nutrition. The focus will be on the midwife's role immediately following birth. This includes the first six weeks of the woman and her baby/ies, 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. Students will have the opportunity to analyse socio-cultural dimensions related to lactation and nutrition, and consolidate knowledge and skills to support women in making infant feeding choices and parentcraft skills.

MIDW300 CLINICAL MIDWIFERY PRACTICE 4: CARING FOR BABIES

This unit extends and integrates learning from MIDW335 Babies Needing Extra Care, through simulation laboratories and supervised clinical practice. Care of the neonate with complex needs will be focused on, including admission to a Special Care Nursery. Students will develop skills in neonatal care, meeting the needs of the family with a sick neonate, and education requirements of families. Students will continue to participate in and learn from the Continuity of Care Experience (CCE).

MIDW301 CLINICAL MIDWIFERY PRACTICE 5 (20 CP)

This final practicum unit is a capstone unit where the student integrates previous learning in preparation for transition to graduate level midwifery practice. An intensive period of supervised midwifery practice provides the opportunity for the integration and consolidation of midwifery knowledge, attitudes, and skills. Students will complete practice experience requirements, such as the Midwifery Practice Experience, including the NMBA Competency Standards for the Midwife, the Continuity of Care Experiences. Students will be required to apply their theoretical knowledge during their clinical experience demonstrating comprehensive and thorough care for the women, babies, and families for whom they are caring.

MIDW335 BABIES NEEDING EXTRA CARE

This unit 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 as the profession strives to keep mothers and their babies together. The issues confronting the neonate and family during this period are addressed, as well as the role of the midwife in facilitating the health and wellbeing of the infant and family. Ethico-legal issues involved in caring for a neonate with complex needs are explored in the context of professional midwifery practice.

MIDW351 GLOBAL PERSPECTIVES ON MIDWIFERY

This unit provides the opportunity for students to explore global perspectives in midwifery today. Global trends in maternal health and reproductive rights will be examined in relation to the primary health care role of the midwife in promoting safe motherhood in both Australian and international contexts. Community engagement will be a key feature of this unit. Students will work collaboratively with community groups and organisations to achieve mutually agreed goals that build capacity, especially with those who are marginalised and disadvantaged. Students 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, students will develop and reflect upon the values of partnership, equality, mutual respect, and commitment in alignment with the mission of the University.

MIDW353 THE INQUIRING MIDWIFE

This unit provides the opportunity for students to integrate knowledge and consolidate understanding from theoretical and clinical units to critically explore issues influencing contemporary midwifery practice. Students will examine an issue of women's health care related to cultural, political, social, and ethical frameworks. Students will use critical reflection to evaluate an issue in order to create new personal knowledge; contributing to their personal and professional profile development that is in line with professional midwifery standards.



"I completed a Bachelor of Midwifery at ACU and went back to do the Master of Clinical Education because I enjoy working with students when they're on their placements. I work in the maternal foetal medicine unit, a high-risk specialty unit for women who have a baby with a problem or an abnormality."

EMMA SHIPTON

BACHELOR OF MIDWIFERY, MASTER OF CLINICAL EDUCATION
MIDWIFE, ROYAL WOMEN'S HOSPITAL, BRISBANE

PARAMEDICINE

CAMPUS

Online

FEES

\$2,625 per 10 credit points
(unless otherwise stated)

ACU's suite of postgraduate paramedicine programs is aimed at paramedics who are already in the workforce or have had some exposure to the workforce in the past five years, and who want to achieve an extended level of knowledge within a flexible program.

Graduates of these programs will gain advanced theoretical and technical knowledge in the areas of paramedic care, community health, leadership, health administration, evolution of paramedic practice, and clinical education. Graduate diploma students will gain advanced theoretical and technical knowledge in the areas of ethics and research methods. Master of Paramedicine students will gain advanced and extended theoretical and technical knowledge in the areas of applied research, evolution of paramedic practice and clinical education, and will plan and execute a substantial research based project, capstone experience, and/or piece of scholarship.

The structure of the masters program provides students with the ability to tailor the degree to their specific interests and career needs. Students are allowed to choose from a range of elective interdisciplinary units to complement the core selection of paramedicine units. For students interested in higher degree research, there is flexibility to elect additional units in research training to augment research skills.

GRADUATE CERTIFICATE IN PARAMEDICINE

DURATION

1 yr PT
40 credit points

ENTRY REQUIREMENTS

To be eligible for admission to the Graduate Certificate in Paramedicine, an applicant must:

- have completed a bachelor degree in paramedicine (or equivalent); AND
- provide evidence of engagement with an Ambulance Service, in a paid or voluntary capacity, either currently or within the last five years.

GRADUATE DIPLOMA IN PARAMEDICINE

DURATION

1 yr FT (or equivalent PT)
80 credit points

ENTRY REQUIREMENTS

To be eligible for admission to the Graduate Diploma in Paramedicine, an applicant must:

- have completed a bachelor degree in paramedicine (or equivalent); OR
- have completed a Graduate Certificate in Paramedicine; AND
- provide evidence of engagement with an Ambulance Service, in a paid or voluntary capacity, either currently or within the last five years.

MASTER OF PARAMEDICINE

DURATION

1.5 yrs FT (or equivalent PT)
120 credit points

ENTRY REQUIREMENTS

To be eligible for admission to the Master of Paramedicine, an applicant must:

- have completed a bachelor degree in paramedicine (or equivalent); OR
- have completed a Graduate Certificate in Paramedicine; OR
- have completed a Graduate Diploma in Paramedicine; AND
- provide evidence of engagement with an Ambulance Service, in a paid or voluntary capacity, either currently or within the last five years.

PARAMEDICINE – SAMPLE PROGRAM MAP

Graduate Certificate in Paramedicine – Year 1 (part-time only)

| | | |
|------------|--|--|
| Semester 1 | PARA603 Extended Clinical Care: Specialisation | PARA604 Disaster Health |
| Semester 2 | PARA601 Advanced Pharmacology | PARA605 Chronic Illness: Epidemiology and Clinical Interventions |

Graduate Diploma in Paramedicine – Year 1 additions

| | | |
|------------|---|--|
| Semester 1 | HLSC640 Interpreting Health Research | PARA602 Advanced, Intensive and Extended Care |
| Semester 2 | Research Stream HLSC605 Leadership in Health Care | HLSC646 Qualitative Research Methods OR HLSC647 Quantitative Research Methods |
| | Project Stream HLSC605 Leadership in Health Care | Elective |

Master of Paramedicine – Year 2

| | | |
|------------|---|---|
| Semester 1 | Research Stream HLSC623 Research Dissertation Part A (20 credit points) | HLSC624 Research Dissertation Part B (20 credit points) |
| | Project Stream HLSC617 Independent Project 2 (20 credit points) | 2 Electives |

BACHELOR OF PARAMEDICINE (PROFESSIONAL ENTRY)

DURATION

2 yrs PT
80 credit points

FEES

Commonwealth Supported Place
(refer to page 6)

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

ENTRY REQUIREMENT

Applicants must have completed a professional qualification in paramedicine and be employed as a paramedic.

BACHELOR OF PARAMEDICINE (PROFESSIONAL ENTRY) – SAMPLE PROGRAM MAP (PART-TIME)

| Bachelor of Paramedicine (Professional Entry) – Year 1 | | |
|--|--|---|
| Semester 1 | HLSC122 Evidence for Practice | HLSC304 Ethics in Contemporary Practice |
| Semester 2 | PARA310 Advanced Pharmacology | Elective |
| Year 2 | | |
| Semester 1 | PARA311 Pre-hospital Management of the Chronically Ill Patient | Elective |
| Semester 2 | PARA312 Interprofessional Practice | PARA313 Advanced Decision Making |

HLSC122 EVIDENCE FOR PRACTICE

This unit provides foundational knowledge and skills for sourcing, appraising, and reflecting on literature and information sources used in the health care environment. To assist students with the delivery of evidence-based care, approaches to knowledge development in health disciplines, including the generation of new knowledge, the refinement of practice, and the delivery of quality care, is 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 students to the concept of the four A's of research – Awareness, Appreciation, Application, and Ability. Students 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 provide health students with the ability to source credible and appropriate information. This will be used to build their discipline-specific knowledge across their undergraduate program and will be taken into their future practice as a health care professional.

HLSC304 ETHICS IN CONTEMPORARY PRACTICE

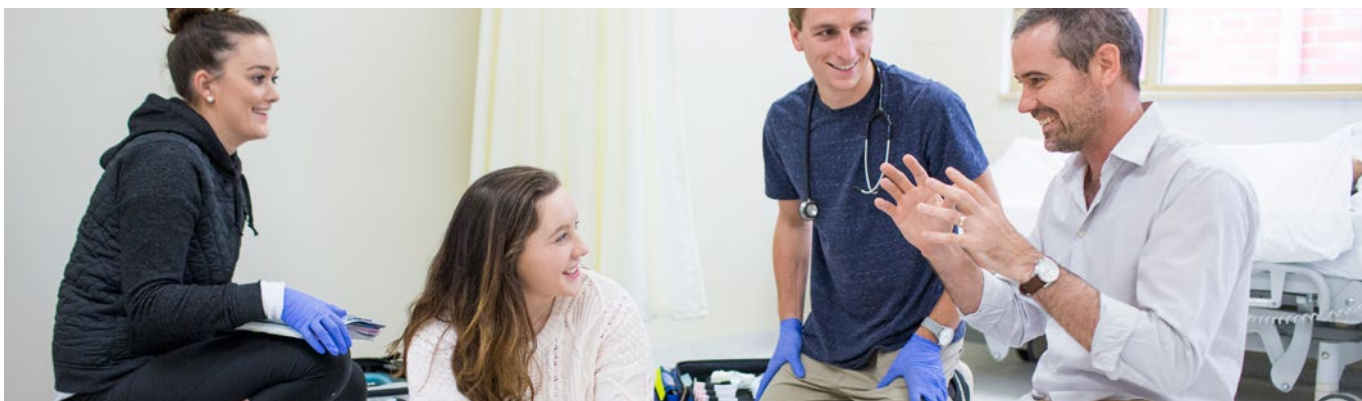
This unit provides the opportunity for paramedics to examine the ethical aspects of the complex personal, interpersonal, professional, institutional, and social issues that arise in contemporary health care delivery. Deciding on the appropriate responses to such issues often involves making a choice between competing and compelling positions. Students will evaluate strategies, including the use of ethical theories and principles that can be used to make, and to justify, principled choices in health care delivery.

HLSC605 LEADERSHIP IN HEALTH CARE

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

HLSC617 INDEPENDENT PROJECT 2

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



ACU paramedicine students and staff, Ballarat Campus



Paramedicine students, Melbourne Campus

HLSC623 AND HLSC624 RESEARCH DISSERTATION PARTS A AND B

These two units involve the completion of a research project leading to the preparation of an academic dissertation between 15,000 to 18,000 words in length. The process will start with the identification of a research problem and its formulation into a defensible research proposal based on a review of the most relevant available literature. Under the guidance of an approved supervisor, the student will then conduct an individual research project in order to provide insight into the research question. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

HLSC640 INTERPRETING HEALTH RESEARCH

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

HLSC646 QUALITATIVE RESEARCH METHODS

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

HLSC647 QUANTITATIVE RESEARCH METHODS

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

PARA310 ADVANCED PHARMACOLOGY

This unit explores the role of the paramedic in drug administration. It will provide a deeper understanding of pharmacology, including pharmacokinetics and pharmacodynamics. The focus will be on the use of different pharmacological agents in the pre-hospital environment, related to specific conditions.

PARA311 PRE-HOSPITAL MANAGEMENT OF THE CHRONICALLY ILL PATIENT

This unit explores paramedic involvement with patients in a chronic disease state. It will focus on the concepts of treat and discharge, treat and transport, and treat and refer. Development of the Extended Care Paramedic role (ECP), patient outcomes, and the patient journey will be examined in relation to modes of health assessment and management.

PARA312 INTERPROFESSIONAL PRACTICE

In this unit, students will have the opportunity to identify and develop their competencies in interprofessional practice. This unit examines interprofessional practice at the organisational and professional level and students will critically review a range of strategies that they can use to facilitate successful interprofessional practice.

PARA313 ADVANCED DECISION-MAKING

This unit provides opportunity for the student to develop and expand further knowledge, skills, and understanding of decision-making in health care practice/s. 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.

PARA601 ADVANCED PHARMACOLOGY

This unit explores the role of the paramedic in drug administration. It will provide a deeper understanding of pharmacology, including pharmacokinetics, pharmacodynamics, and alternatives to drugs currently used in practice. The focus will be on the use of different pharmacological agents in the pre-hospital environment, related to specific conditions with scope to consider a range of alternative approaches. Students will be introduced to clinical trials and consultation processes used to evaluate the effectiveness of various drugs as evidence evolves. Consideration will also be given to leading change in relation to pharmacology in paramedic practice, education, and public health.

PARA602 ADVANCED, INTENSIVE AND EXTENDED CARE

This unit uses a comparative approach to explore models of pre-hospital care and their appropriateness and effectiveness in various geographical and demographic contexts. Consideration is given to tiered and non-tiered models and scope of practice, and how these have evolved clinically, historically, and politically to respond to community needs. Focus on future models of pre-hospital care and their ability to meet evolving community needs is included in leading the development of future models of pre-hospital care. The appropriateness of such models of care is closely linked to the clinical function of those working in the field of pre-hospital care both presently and in the future. This includes the reliability of various clinical assessments and interventions and their appropriateness for use in a pre-hospital environment.

PARA603 EXTENDED CLINICAL CARE: SPECIALISATIONS

This unit is designed to extend the clinical knowledge of the paramedic practitioner in a range of specialty areas. Specific focus is given to the addition of advanced skills, assessment strategies, and their appropriateness and limitations in the context of pre-hospital care. The unit will focus on relevant anatomy, physiology, pathophysiology, and pharmacology, exploring the validity and use of these concepts in the context of specific clinical presentations. The student will be required to select from a range of clinical specialisations and consider them in context. Future directions for the evolution of pre-hospital care will also be an underlying theme of this unit.

PARA322 MAJOR INCIDENT AND DISASTER HEALTH

Disasters are a relatively common experience worldwide. Health care delivery is one of the most fundamental components in the immediate response and subsequent recovery from a disaster. Paramedics are often called upon to form an important part of the health recovery efforts of disaster response teams, by performing a number of roles in both clinical and non-clinical areas.

PARA605 CHRONIC ILLNESS: EPIDEMIOLOGY AND INTERVENTIONS

As the Australian population ages, issues continue to manifest in balancing the increasing burden of chronic disease with developing primary health care. With areas of the health care infrastructure struggling to cope with population needs, paramedics are more frequently attending to patients presenting with chronic illness. In response to this change in population needs, paramedics are required to develop an understanding of changing demographics and associated health care trends, in addition to improving clinical knowledge for a range of chronic illnesses. Many of these areas are not addressed by current models of paramedic education aimed at management of what are popularly understood as emergency patients. This unit expands upon the foundation knowledge of chronic disease presentation, and considers alternative models of paramedic practice in order to serve the needs of contemporary Australian communities.



ACU paramedicine students, North Sydney Campus

PUBLIC HEALTH

CAMPUS

Melbourne (multi-mode), online*

FEES

\$2,263 per 10 credit points

* Some elective units not available for online study

ACU's postgraduate public health programs are designed to respond to the evolving role of public health practitioners within the Australian health system, and internationally. Our public health programs include:

- Master of Public Health
- Master of Public Health (Global Health and Advocacy)
- Graduate Diploma in Public Health
- Graduate Certificate in Public Health
- Graduate Certificate in Global Health

Public health at ACU incorporates both Australian and global viewpoints and perspectives. ACU offers a unique specialisation option for students - Global Health and Advocacy – that strongly reflects ACU's Mission – a commitment to the pursuit of knowledge, the dignity of the human person and the common good.

PUBLIC HEALTH

ACU's public health programs equip graduates with specialised knowledge, understanding, and skills in public health to improve and advance population health and wellbeing. They prepare graduates to practice with a community, national, or global focus, and from an ethical, social perspective.

Throughout our public health programs, there is an emphasis on evidence-based practice, rigorous intellectual inquiry, and 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. For students wishing to focus on global health, ACU's Master of Public Health program offers a specialisation in Global Health and Advocacy (during second year). The Master of Public Health (Global Health and Advocacy) specialisation aims to equip its graduates with 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 current United Nations' Sustainable Development Goals. In this specialisation, students will extend their core public health knowledge and skills through study of global health, sustainable development, food security, humanitarian assistance, and the importance of advocacy in public and global health.

By developing advocacy skills, ACU's 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.

ENTRY REQUIREMENT

To be eligible for admission to the course, you must hold an undergraduate degree (or higher) in health or a related discipline, and meet professional experience requirements as applicable.

PROGRAM DURATION AND STRUCTURE

ACU's 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), students choose to complete their Master of Public Health through a research pathway (involving additional research methods units and a minor thesis) or a capstone pathway (involving global health units and a practice-based project, placement, or field experience that also involves community engagement).

Students may also elect to undertake the Global Health and Advocacy specialisation in second year, in conjunction with either the research or capstone pathway.

PROFESSIONAL RECOGNITION

ACU's Master of Public Health program was 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.

GRADUATE CERTIFICATE IN PUBLIC HEALTH

DURATION

1 yr PT
40 credit points

GRADUATE DIPLOMA IN PUBLIC HEALTH

DURATION

1 yr FT (or equivalent PT)
80 credit points

MASTER OF PUBLIC HEALTH

DURATION

2 yrs FT (or equivalent PT)
160 credit points

GRADUATE CERTIFICATE IN GLOBAL HEALTH

DURATION

1 yr PT
40 credit points

MASTER OF PUBLIC HEALTH (GLOBAL HEALTH AND ADVOCACY)

DURATION

2 yrs FT (or equivalent PT)
160 credit points

PUBLIC HEALTH – SAMPLE PROGRAM MAP

| Master of Public Health: Year 1 (80 credit points) Graduate Diploma in Public Health (80 credit points) | | |
|--|--|--|
| Semester 1 | PUBH610 History and Principles of Public Health PUBH620 Biostatistics | PUBH630 Determinants of Health HLSC641 Introduction to Health Sciences Research |
| Semester 2 | PUBH611 Health Promotion PUBH621 Epidemiology | PUBH631 Disease Prevention and Management PUBH632 Public Health Law and Policy |
| Master of Public Health: Year 2 (80 credit points) – Global Health and Advocacy specialisation | | |
| Semester 1 | Research Pathway PUBH640 Global Health and Sustainable Development PUBH641 Humanitarian Assistance and Health | PUBH651 Public Health Research Thesis A (20 credit points) |
| | Project Pathway PUBH640 Global Health and Sustainable Development PUBH641 Humanitarian Assistance and Health | MGMT638 Ethical Leadership and Social Responsibility BUSN601 Entrepreneurship |
| Semester 2 | Research Pathway PUBH642 Global Nutrition and Food Security PUBH643 Health Advocacy | PUBH652 Public Health Research Thesis B (20 credit points) |
| | Project Pathway PUBH642 Global Nutrition and Food Security PUBH643 Health Advocacy | PUBH650 Public Health Capstone (20 credit points) |
| Graduate Certificate in Public Health | | |
| Semester 1 | PUBH610 History and Principles of Public Health | PUBH630 Determinants of Health |
| Semester 2 | PUBH611 Health Promotion | PUBH632 Public Health Law and Policy |
| Graduate Certificate in Global Health | | |
| Semester 1 | PUBH640 Global Health and Sustainable Development | PUBH641 Humanitarian Assistance and Health |
| Semester 2 | PUBH642 Global Nutrition and Food Security | PUBH643 Health Advocacy |

Note: Students undertaking the generalist MPH will select elective units in place of the global health units in the specialisation pathway. Generalist MPH by research pathway includes a compulsory research methods unit (HLSC646 or HLSC647). Electives will be drawn from a specified list; note that not all electives are available online.
Note: all units are 10 credit points unless otherwise specified.

HLSC641 INTRODUCTION TO HEALTH SCIENCES RESEARCH

This unit addresses the scope of health-related research and the range of research methods available to undertake research in the health professions. An introduction to the diverse approaches in qualitative and quantitative research will be provided. This unit will also examine the steps taken in developing health-related research questions, selecting appropriate research methods for those questions, and identifying, appraising, and synthesising the existing research findings underpinning those questions.

HLSC646 QUALITATIVE RESEARCH METHODS

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

HLSC647 QUANTITATIVE RESEARCH METHODS

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

PUBH610 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, students 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. Students 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. Students will apply their knowledge and understanding to selected case studies that exemplify key debates, difficulties, and dilemmas in contemporary public health practice.

PUBH611 HEALTH PROMOTION

Understanding the theory and application of health promotion is integral to the work of a public health practitioner, and the improvement of population health and wellbeing. In this unit, students 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 also 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 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 students will apply their understanding by critiquing current health promotion practice, and then developing their own health promotion initiative.

PUBH620 BIostatISTICS

Understanding, using and interpreting statistics is crucial to public health research and practice, particularly in monitoring health outcomes and decision-making processes about interventions. This unit will develop students' 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, students will consolidate their 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 students to run basic analyses using common statistical software. Using this software, students will analyse simulated public health datasets and then interpret the results obtained. Statistical understanding and analytical expertise developed by students during the unit will then be applied to practice through critical appraisal statistical methods used in public health research.

PUBH621 EPIDEMIOLOGY

Epidemiology, the study of causes and distribution of disease within populations, is an area of practice that relates and supports public health action. This unit provides students with comprehensive knowledge of epidemiology and its importance and relevance to public health research and practice. Students will build their understanding of fundamental epidemiological concepts and methods, including study designs, measures of frequency and association, bias/confounding, as well as data collection and management for public health monitoring and surveillance. Students 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.

PUBH630 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, students will develop their knowledge of the various biological, environmental, social, and behavioural determinants of health, with an emphasis on their impacts 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 student understanding of health determinants by focusing on environmental health practice, examining the management of environmental determinants of health, their interaction with other determinants of health, and the promotion and maintenance of healthy environments.

PUBH631 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, students 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. Students 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.

PUBH632 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 students to develop the knowledge, understanding, and skills necessary to use law and policy to improve public health. After being introduced to fundamental legal concepts, students 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. Students will also consider policy development, implementation and analysis, and the role of politics, interests, evidence, and economics in shaping policy. Students will then apply their knowledge and understanding to the process of law reform and policy change, with emphasis on public health advocacy for improving law and policy and thus improving public health and well-being.

PUBH640 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, students will build their knowledge of health in a global context, and 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 also be considered. Students 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. Students 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.

PUBH641 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, students 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. Students will build their 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. Students will then explore the health-related dimensions of humanitarian assistance, with emphasis on prevention and management of acute health risks during a humanitarian emergency. Students will conclude the unit by exploring other critical issues of humanitarian assistance, including relief operations; planning and needs assessment; disaster resilience and risk reduction; security issues; humanitarian workforce; relationship to long-term development; emergent humanitarian needs, and confidence in humanitarian organisations.

PUBH642 GLOBAL NUTRITION AND FOOD SECURITY

Optimal nutrition is a cornerstone of human health and well-being. Food security is a means by which optimal nutrition is delivered to individuals, communities, and populations. This unit will introduce students 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. Students 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-/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.

PUBH643 HEALTH ADVOCACY

Advocacy is a critical skill for practitioners (of any type) to operate effectively within health care. In this unit, students will refine their existing communication skills by building their knowledge of the 'art of advocacy' and the various ways this can be used to influence decisions and outcomes to improve health. Students 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. Students 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. Finally, this unit will critique advocacy 'tools' (existing or emergent), such as social marketing, new media approaches, focused health campaigns, fundraising, celebrity advocacy, and competitive advocacy in health.

PUBH650 PUBLIC HEALTH CAPSTONE

A capstone unit provides students with a cumulating and culminating experience to their MPH program. Cumulating in that students' knowledge and skills from prior units will be integrated; culminating in that students can directly apply their learnings to public health practice with the aim of improving and advancing population health and wellbeing. For this unit, students will engage in a public health project, activity, or fieldwork that is practice-focused, practice-based and practice-relevant, and involve integration of knowledge and skills across multiple public health practice areas. Students must also demonstrate a community engagement component to their capstone experience, as well as their own reflections on practice and competency. Overall, this unit will provide a summative public health practice experience for students to demonstrate their practice readiness.

PUBH651 PUBLIC HEALTH RESEARCH THESIS A

Research, the process of knowledge generation and communication, is a cornerstone of public health practice. In this unit (and its companion unit PUBH652), students will undertake and report on research they conduct under approved academic supervision. In consultation with their supervisor(s), students 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 also be feasible within applicable time and resource constraints, and produce sufficient results to support preparation of a satisfactory thesis. A final public health research thesis (submitted after completion of PUBH651 and PUBH652) will normally be up to a maximum of 30,000 words in length.

PUBH652 PUBLIC HEALTH RESEARCH THESIS B

Research, the process of knowledge generation and communication, is a cornerstone of public health practice. In this unit (and its companion unit PUBH651), students will undertake and report on research they conduct under approved academic supervision. In consultation with their supervisor(s), students 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 also be feasible within applicable time and resource constraints, and produce sufficient results to support preparation of a satisfactory thesis. A final public health research thesis (submitted after completion of PUBH651 and PUBH652) will normally be up to a maximum of 30,000 words in length.

REHABILITATION

CAMPUS

Brisbane, Melbourne*, North Sydney*
(multi-mode – students are required to attend residential schools on the Brisbane Campus at this stage)

DURATION

Masters:
1.5 yrs FT (or equivalent PT)

Graduate diploma:
1 yr FT (or equivalent PT)

Graduate certificate:
1 yr PT

* Subject to student numbers and location of staff with pertinent expertise

The Master of Rehabilitation suite of programs aims to provide evidence-based advanced studies for health professionals, including registered physiotherapists, occupational therapists, speech pathologists, accredited physiologists, and other professionals (eg nurses and exercise scientists) who seek to extend knowledge and skills in the fields of aged and neurological rehabilitation for promotion and professional recognition, or to return to the workforce.

In addition to a non-discipline-specific stream, specialisations at the graduate certificate and masters levels in gerontological physiotherapy, neurological physiotherapy, occupational therapy, and speech pathology prepare practicing clinicians to be leaders in the field of rehabilitation, addressing many National Health Priority areas.

Purposely designed coursework units with evidence-based content allow for the development of advanced skills and critical appraisal of strategies and interventions, as well as completion of advanced practice units and a clinical research project within the discipline and field.

Inter-professional learning with residential intensives and webinars, in conjunction with case-based online units and evidence-based applications, will be offered to all health disciplines. An inter-professional practicum with workplace applications, discipline-specific electives, and clinical research will foster advanced knowledge, skills, and applications for optimal management of older adults, people ageing with a disability, and those with neurological disorders/acquired brain injury.

ENTRY REQUIREMENTS

To be eligible for admission, applicants must have:

- a grade point average of at least 4.0 and hold a bachelor degree from an accredited four-year program for specialty disciplines, or an accredited three-year program for non-specialty pathway, graduate entry master, doctor (extended masters), or approved equivalent in a related discipline; AND
- minimum of two years clinical experience in the appropriate discipline; AND
- current registration as required by your discipline, with required Authority in Australia, or Registration Authority in country of current practice.

Graduate Certificate in Rehabilitation (40 credit points)

| | |
|------------------------------|---|
| Advanced Decision-Making | Chronic Disease and Disability in Community Contexts** |
| Interpreting Health Research | Practicum: Inter-professional Practice for Health Disciplines** |

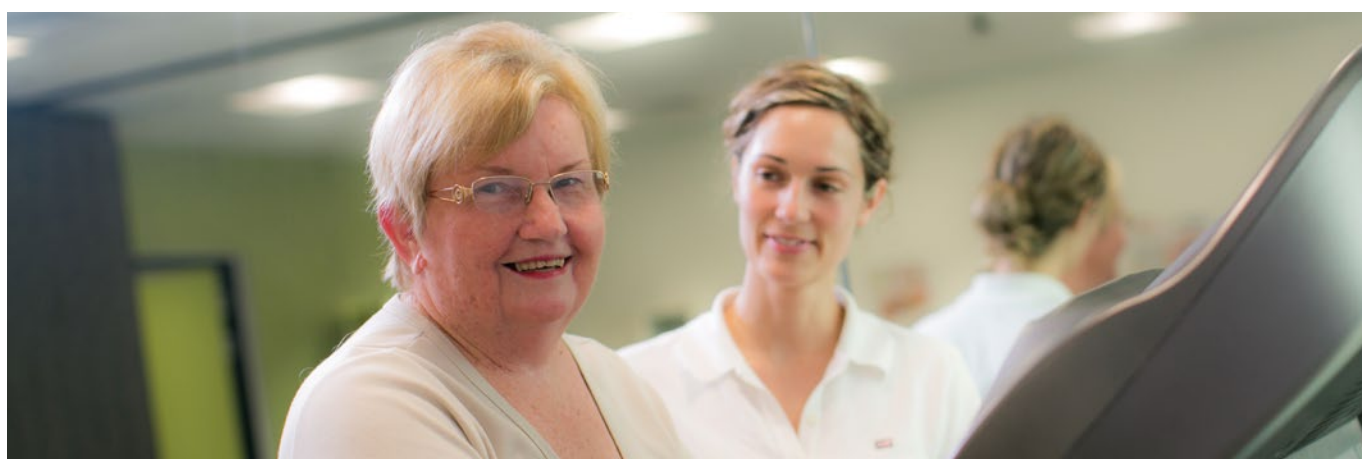
Graduate Diploma in Rehabilitation (80 credit points)

| | |
|---|--|
| Aged and Neurological Disorders I: Holistic Management | Aged and Neurological Disorders II: Maximising Participation |
| Qualitative Research Methods OR Quantitative Research Methods | Approved ACU Faculty of Sciences Graduate Diploma Level Elective |

Master of Rehabilitation (120 credit points)

| | |
|--|-----------------------|
| Approved ACU Faculty of Health Sciences Masters Level Elective | |
| Approved ACU Faculty of Health Sciences Masters Level Elective | Independent Project 2 |

**Students will be required to attend workshop intensives in Brisbane to complete coursework units



Student with client at ACU Health Clinic, Brisbane Campus

RESEARCH

MASTER OF HEALTH SCIENCE RESEARCH*

CAMPUS

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

DURATION

1.5 yrs FT (or equivalent PT)
120 credit points

FEES

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

* Subject to review

COURSE DESCRIPTION

The Master of Health Science Research aims to provide health professionals with the knowledge and skills to be able to plan and execute a substantial piece of ethical research with a high level of personal autonomy and accountability in a range of health contexts according to their discipline.

The course offers specialisations in the following health sciences disciplines: exercise science, midwifery, nursing, occupational therapy, paramedicine, physiotherapy, public health, and speech pathology.

On successful completion of the course, graduates should be able to:

- demonstrate advanced knowledge of research principles and methods applicable to health research
- assess the relative merits of quantitative, qualitative, and mixed methods approaches as applied to health-related research
- critically appraise and synthesise existing research to identify gaps, strengths, and weaknesses
- critically analyse research paradigms and methods as applied to specific health settings and problems
- successfully plan and run a research project, including data collection, analysis, and interpretation of findings
- design, evaluate, implement, analyse, theorise, and disseminate research that makes a contribution to knowledge and the common good
- apply ethical principles to the research process
- utilise relevant information and technologies in the research process.

COURSE DURATION

The full-time and part-time structures of the course are based on 120 credit points (cp); with 30cp of research training units and 90cp of thesis relating to the proposed research project.

The course duration for a full-time structure is 18 months. The part-time program is three years.

ENTRY REQUIREMENTS/SPECIAL ENTRY

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

- AQF Level 8: Bachelor degree or equivalent, with honours; OR
- AQF Level 8: Bachelor degree and postgraduate certificate or diploma in an appropriate field of study; OR
- AQF level 7: Bachelor degree in a health or health-related discipline usually with a grade point average of at least 5 and 18 months in professional practice.

HEALTH SCIENCE RESEARCH – SAMPLE PROGRAM MAP (FULL-TIME)

| Year 1 | | |
|------------|---|---------------|
| Semester 1 | HLSC621 Introduction to Health Sciences Research (10cp) HLSC622 Research Proposal Development in Health Sciences (10cp) Research | Thesis (20cp) |
| Semester 2 | HLSC625 Qualitative Research Methods (10cp) OR HLSC626 Quantitative Research Methods (10cp) | Thesis (30cp) |
| Year 2 | | |
| Semester 1 | Thesis (40cp) | |

cp – credit points

HLSC621 INTRODUCTION TO HEALTH SCIENCES RESEARCH

This unit addresses the scope of health-related research and the range of research methods available to undertake research in the health professions. As an introductory level unit, it will outline the diverse approaches that can be taken in qualitative and quantitative research. The steps in developing health-related research questions, selecting appropriate research methods for those questions and identifying, appraising, and synthesising existing research findings underpinning those questions will be examined.

HLSC622 RESEARCH PROPOSAL DEVELOPMENT IN HEALTH SCIENCES RESEARCH

This unit focuses on the techniques and rigour involved in developing a research proposal and preparing an associated research ethics application. Students will be guided to develop a scholarly, coherent, and cogent research proposal. It will build on the development of a key research question, literature searching, and critical appraisal skills developed in HLSC621, with tangible, Specific, Measurable, Attainable, Relevant, and Time-bound (SMART) objectives. It also focuses on research ethics examining the national code and ACU processes. The research proposal will form the basis for the human research ethics committee application as well as a peer review process in the Faculty of Health Sciences.

HLSC625 QUALITATIVE RESEARCH METHODS

This unit aims to develop students' abilities 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.

HLSC626 QUANTITATIVE RESEARCH METHODS

This unit aims to develop students' ability to use quantitative research methods in the context of health-related research. Research questions, design, and methods for quantitative data collection and analysis will be examined. Approaches to descriptive and inferential statistical methods will be discussed, as well as issues of validity and reliability. Research proposal and report writing will be included.

RESEARCH THESIS (FULL-TIME)/RESEARCH THESIS (PART-TIME)

The research thesis permits students to undertake and report on research they have performed under the supervision team approved by the faculty's Associate Dean of Research. The research topic must offer sufficient scope to enable application of advanced reasoning skills within the context of the professionally orientated discipline. It must produce sufficient results to permit submission of an acceptable thesis. The thesis will normally be up to a maximum of 50,000 words in length.

MASTER OF PHILOSOPHY

CAMPUS

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

DURATION

2 yrs FT (or equivalent PT)

FEES

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

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

ENTRY REQUIREMENTS

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

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

DOCTOR OF PHILOSOPHY

CAMPUS

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

DURATION

Maximum 4 yrs FT (or equivalent PT)

FEES

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

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 three different means:

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

ENTRY REQUIREMENTS

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

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

ACU

EXECUTIVE EDUCATION



Gillian McCaughey, MBA (Executive), Graduate Certificate in Management of Not-For-Profit Organisations

Do you follow or do you lead?

We're starting a movement of innovative future leaders, who thrive in uncertainty, succeed in business, and excel in life.

ACU Executive Education is transforming the business world, one leader at a time.

We offer a range of game-changing masterclasses, short courses and postgraduate qualifications.

We also create in-house leadership programs for organisations in need of new ways of thinking for a new world.

If you think business should be better and are brave enough to pave your own way through complexity, welcome aboard!



MASTERCLASSES AND SHORT COURSES

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Negotiation Leadership
Senior Leaders' Program



GRADUATE CERTIFICATES

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Leadership and Catholic Culture
Management of Not-for-Profit Organisations
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