



**It's time to make
an impact.**

Paul Fullbrook
Professor of Nursing



**Your time
starts now.**



Executive Dean's welcome

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

We're a young university, but we are making our mark. ACU is ranked in the top 50 of Generation Y universities worldwide* and in the top 10 Catholic universities**. We've got more than 200 partner universities on six continents, community engagement opportunities around the globe, and a campus in Rome, Italy.

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

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

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

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

I look forward to welcoming you to our university.

Professor Michelle Campbell
Executive Dean, Faculty of Health Sciences

Contents

- 02** Think you know ACU?
You're just getting started

- 04** Our neighbourhoods

- 06** Numbers that count

- 07** Postgraduate study pathways

- 08** Fees and scholarships

- 09** Applying to ACU

- 10** About the faculty

- 12** Partnerships

- 14** Research institutes

- 16** Research in the schools

- 17** Course information

- 48** Executive Education





MEANINGFUL EDUCATION, NOT MASS PRODUCTION

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

Think you know ACU?

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



WE SEE THE WHOLE PERSON

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

*Good Universities Guide 2018



WE'VE GOT YOUR BACK

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

acu.edu.au/askacu



THE WORLD IS OUR CAMPUS

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

*Times Higher Education Young University Rankings 2017
**Times Higher Education World University Rankings, IFCU members 17/18



CONNECTIONS THAT COUNT

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



FINANCIAL SUPPORT

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



FLEXIBLE STUDY

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

Our neighbourhoods

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

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

BALLARAT

Our Ballarat Campus is located in the centre of town. Just over an hour from Melbourne and a block from Lake Wendouree, it has a lot to offer.

- Central location
- Situated amid historic gardens and beautiful old buildings
- Free parking

BRISBANE

Whether you want to get involved in campus life, create a professional network, or just find a quiet place to study, our Brisbane Campus has you covered. Set on 40 hectares of parklands, it offers many places to relax, like cafes and a swimming pool.

- Shuttle bus connections to public transport
- Ample free parking
- State-of-the-art learning facilities

CANBERRA

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

- Free parking
- Brand new library and 300-seat lecture theatre
- Beautiful landscaped gardens

MELBOURNE

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

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

NORTH SYDNEY

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

- Close to North Sydney train station and many bus connections
- State-of-the-art learning facilities
- Cafes and dining options close to campus

STRATHFIELD

Our Strathfield Campus is set amid beautiful landscaped grounds and historic buildings, with excellent transport links. Whether you want to have a friendly match on our rugby and soccer ovals or take in a show at our art gallery, you'll have plenty to keep you busy between classes.

- Free parking
- Shuttle bus from Strathfield train station
- Art gallery

ADELAIDE

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

ROME

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

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



Numbers that count

IN AUSTRALIA

Top 5

SKILLS DEVELOPMENT
AND LEARNER
ENGAGEMENT
QILT 2016

Top 10

TEACHING QUALITY
AND OVERALL
SATISFACTION
QILT 2016

5 stars

FOR OVERALL
EXPERIENCE, LEARNER
ENGAGEMENT AND
SKILLS DEVELOPMENT
Good Universities Guide 2018

RESEARCH

ABOVE WORLD STANDARD

HUMAN MOVEMENT AND SPORTS SCIENCE
NURSING
PUBLIC HEALTH AND HEALTH SERVICES
PSYCHOLOGY
ERA 2015

IN THE WORLD

Top 3%

UNIVERSITIES
Times Higher Education World
University Rankings 17/18

Top 50

GENERATION Y
UNIVERSITIES
Times Higher Education Young
University Rankings 2017

Top 40

SPORTS SCIENCE
ARWU 2017

Top 50

NURSING
ARWU 2017



Postgraduate study pathways

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

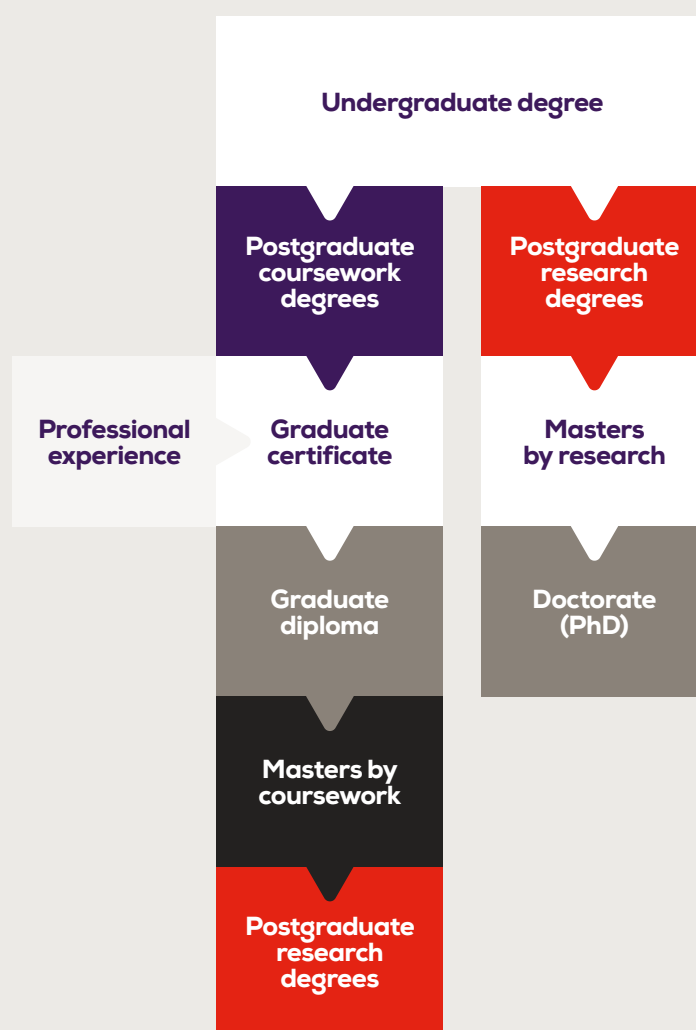
Coursework

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

Research

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

Pathways through postgraduate study



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

acu.edu.au/priorlearning

Fees and scholarships

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



FEE-PAYING

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

studyassist.gov.au



COMMONWEALTH SUPPORTED PLACE (CSP)

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

studyassist.gov.au



RESEARCH TRAINING PROGRAM FEES OFFSET SCHOLARSHIPS

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

research.acu.edu.au/scholarships



FACULTY ALUMNI REBATE

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

acu.edu.au/fhs/alumni-rebate



POSTGRADUATE COURSEWORK SCHOLARSHIPS

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

acu.edu.au/scholarships



RESEARCH TRAINING PROGRAM STIPEND SCHOLARSHIPS

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






research.acu.edu.au/scholarships

Got questions? We're waiting with the answers.

acu.edu.au/askacu

Applying to ACU

Postgraduate coursework degrees

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

Postgraduate research degrees

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

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

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

For more information and to apply for postgraduate research degrees, visit acu.edu.au/research/apply

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

Faculty of Health Sciences

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

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

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

Cross-disciplinary study units bring together current and new knowledge from a range of professions, and our curriculum is developed and refined in conjunction with industry leaders. Our popular postgraduate nursing courses prepare students for advanced general and specialised areas, and can be tailored to suit individual career aspirations.

The faculty has a growing research agenda, with opportunities for masters and doctoral students to join current research projects. Our nursing research focuses on acute care (including cardiovascular health), chronic and palliative care, innovative health care delivery systems, and implementation research translating evidence into practice.



The 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 eight joint research appointments with public and private health services. Research in the school focuses on five major national health priority areas:

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

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



PROFESSOR PAUL FULBROOK

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

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

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



PROFESSOR KIM FOSTER

Professor Kim Foster joined ACU in 2016 as Professor of Mental Health Nursing and leader of the Mental Health Nursing Research Unit at the Royal Melbourne Hospital. The research unit is a joint partnership between ACU and NorthWestern Mental Health (NWMH), Melbourne Health. Professor Foster's role is to conduct high quality collaborative research with mental health nurses, consumers, carers, and multidisciplinary colleagues that translates into effective care and improves the wellbeing and outcomes of mental health consumers and carers.

Professor Foster's main areas of research interest have been co-associated physical and mental health; children and families with challenging physical and/or mental health conditions; and the mental health workforce's capacity to provide quality care. This work aims to develop strengths-based approaches to care. Her current research is on family-focused practice and building resilience in vulnerable families, and resilience education for mental health nurses. Professor Foster has won numerous awards for her research, and in 2011 was awarded a Churchill Fellowship in the field of resilience. She is currently a chief investigator on a collaborative National Health and Medical Research Council Partnership Grant in the area of paediatric trauma.

Industry partnerships

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

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

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

A number of collaborative research partnerships have been established to ensure research success for the faculty. Professional appointments to joint chair positions are also in place with a number of health services. Internationally, the Faculty of Health Sciences has a range of partnerships which are linked to community engagement in developing countries, research, and academic and cultural exchange.



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



ST VINCENT'S

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

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

MATER HOSPITAL

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

Pete Goodare, Learning & Development Manager, Mater Hospital

THE PRINCE CHARLES HOSPITAL

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

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

Research institutes

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

Institute for Positive Psychology and Education

Director: Professor Rhonda Craven

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

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

IPPE has three research programs spanning a variety of areas:

Australian Centre for Indigenous Thriving

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

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

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

Positive Psychology

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

Motivation and Behaviour

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

ippe.acu.edu.au



Research success

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



The Mary MacKillop Institute for Health Research

Director: Professor John Hawley

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

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

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

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

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

- discover the biological mechanisms underlying the health benefits of exercise and nutrition.
- environmental and behavioural epidemiological studies aimed at:
 - identifying key physical and social aspects of urban environments which promote physical and cognitive health across the lifespan
 - understanding how genetic, psychosocial and behavioural factors interact with the environment to impact on health
 - identifying optimal person- and environment-tailored intervention strategies for the promotion of health-related behaviours.
- focused studies to understand and describe the individual impact of risk behaviours and disease
- the promotion of equitable access to health services and active-friendly communities.

mmihr.acu.edu.au

Research in the schools

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

- The effectiveness of risk management and quality assurance in improving the life of residents in nursing homes.
- Understanding sleep and sleep disturbances in nursing-home eligible community dwelling older adults: a mixed methods study.
- A qualitative inquiry of the experience of care for mental health consumers in acute medical care settings.
- Physical health care attitudes, skills and knowledge of nurses who work in acute mental health units.
- Understanding mental health clinician's experience of using 'acute management plans'.
- Intergenerational trauma of families where parents have mental illness: interpretive qualitative research.
- A mixed methods study of the experiences and outcomes of health education delivered to patients with acute coronary syndrome and type 2 diabetes mellitus, living in China
- An investigation of nurses' experience of managing patients with type 2 diabetes mellitus.
- 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.
- The phenomenon of pain management in women living with chronic pelvic pain.



Courses 2019

ALL OUR COURSES ARE COMPLIANT WITH THE



CLINICAL EDUCATION

 Online

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

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

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

- evaluate issues and challenges confronting the health care sector
- conceptualise new and creative approaches to clinical

education to support service delivery in culturally diverse health care settings

- connect theory, practice, and research 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 requirements: To apply for this course, you must have completed a bachelor degree in a health discipline or equivalent.


Graduate Certificate in Clinical Education

 1 yr PT

Graduate Diploma in Clinical Education

 1 yr FT (or equivalent PT)

Master of Clinical Education

 1.5 yrs FT (or equivalent PT)

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



Theoretical foundations of clinical education

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

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

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

Facilitating learning in clinical settings

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

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

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

Assessment and evaluation

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

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

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

Curriculum development and instructional design

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

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

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

Quality and safety in health care

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

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

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

Interpreting health research

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

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

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

Healthcare ethics: principles in practice

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

Qualitative research methods

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

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

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

Quantitative research methods

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

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

Leadership in health care

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

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

Research dissertation part A

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

This unit supports you in applying a range of theoretically based advanced knowledge and skills that foster culturally safe, high-quality effective health care through the identification of

a research question and the ability to formulate a defensible research proposal based on a review of the most relevant available literature. Under the guidance of an approved supervisor, you will conduct individual research projects in order to provide insight into the research question. You will be supported to evaluate the role of evidence-based ethical practice in creating an effective solution to a unique health-related administrative, leadership, educational or clinical challenge. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

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

Research dissertation part B

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

This unit supports you in applying a range of theoretically based advanced knowledge and skills that foster culturally safe, high-quality, effective health care through the supervised conduct of a defensible individual research project in order to provide insight into an identified research question. In so doing, you will be supported to evaluate the role of evidence-based ethical practice in creating an effective solution to a unique health-related

administrative, leadership, educational or clinical challenge. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

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

Independent project 2

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

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



CLINICAL NURSING

 Online

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

In the graduate certificate program, you can choose one clinical specialisation in which you will develop your 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 employed in their chosen area of speciality in one of our partner health facilities will complete two units of study (specialty practice units) in their employing health facility. The following specialties are available:

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

The following specialties are also available fully online to students not employed in one of our partner health facilities. You must be working in your chosen speciality:

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

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


Graduate Certificate in Clinical Nursing

 1 yr PT

Graduate Diploma in Clinical Nursing

 1 yr FT (or equivalent PT)

Master of Clinical Nursing

 1.5 yrs FT (or equivalent PT)

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

Clinical nursing

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

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

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

Foundations of specialty practice 1

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

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

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

Extended clinical nursing

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

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

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

Foundations of specialty practice 2

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

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

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

Quality and safety in health care

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

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

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

Interpreting health research

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

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

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

Healthcare ethics: principles in practice

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

Qualitative research methods

The broad aim of this unit is to give you a strong research foundation in the event that you undertake the research stream at masters degree level. This unit is necessary to be able to execute knowledge and skills in order to plan and execute a substantial research-based project, capstone experience, and/or piece of scholarship that responds to an administrative, leadership, educational or clinical challenge in health care.

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

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

Quantitative research methods

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

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

Leadership in health care

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

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

Research dissertation part A

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

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

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

Independent project 2

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

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



HEALTH ADMINISTRATION

📍 Online, Brisbane, North Sydney

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

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

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

As a graduate you will be able to:

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

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

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

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

Graduate Certificate in Health Administration

🕒 1 yr PT

Graduate Diploma in Health Administration

🕒 1 yr FT (or equivalent PT)

Master of Health Administration

🕒 1.5 yrs FT (or equivalent PT)



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

Organisational culture and management

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

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

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

Quality and safety in health care

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

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

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

Leadership in health care

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

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

Workforce management

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

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

In this unit, workforce management principles and practices will be critically examined. Strategies and skills to promote employee wellbeing while maximising the allocation and use of resources,

and enhancing accountability will be discussed. Employment relations, diversity, ethics, employee wellbeing, and social responsibility will be critically analysed within this context.

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

Policy and planning in health care

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

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

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

Interpreting health research

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

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

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

Healthcare ethics: principles in practice

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

Qualitative research methods

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

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

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

Quantitative research methods

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

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

Research dissertation part A

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

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



administrative, leadership, educational or clinical challenge. The resultant enquiry will be reported in the form of a dissertation to be submitted for independent examination.

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

Research dissertation part B

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

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

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

Independent project 2

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

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

HEALTHCARE SIMULATION EDUCATION

Graduate Certificate in Healthcare Simulation Education

 Brisbane, Melbourne, North Sydney  1 yr PT

The Graduate Certificate in Healthcare Simulation Education is an advanced program that aims to expand the knowledge and skills required for contemporary simulation practice. As a graduate you will have 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 face-to-face workshops at our Brisbane, Melbourne or North Sydney campuses.

Course structure: Students will complete four units comprised of three specified units and one elective unit.

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

- completed a bachelor degree or equivalent, and
- 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 COURSE MAP (PT)			
YEAR 1	Semester 1	Theoretical foundations of clinical education	Simulation design and delivery, or Simulation design and delivery in higher education
	Semester 2	Assessment and evaluation	Debriefing frameworks and reflective learning



Theoretical foundations of clinical education

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

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

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

Simulation design and delivery

Simulation is increasingly being applied in contemporary health professional education to actively engage learners in activities that resemble real-world work interactions and problem-solving. Educators using simulation as a learning and teaching method have a responsibility to design, deliver and evaluate simulation activities that address a need, are of high quality, and are sustainable. This unit helps you learn and apply educationally sound processes and practices required to design, develop and deliver effective simulation programs in the context of health care professional education.

You will first identify practice-based learning needs and scholarly evidence, which will inform the development of simulation-based learning activities and programs. Students will then develop knowledge and understanding of simulation modalities through a critique of contemporary simulation practice. Finally, you will learn to apply this knowledge and understanding by employing selected models and theories of learning, exploring educator and learner characteristics, and considering ethical, moral and legal issues relating to simulation-based learning in health care education. Scholarly evidence will be combined with practical community wisdom as important sources of learning.

The overall aim is to prepare you to optimise the learner and learning experience of simulation as a theoretically and practice-informed learning and teaching method in health care education.

Simulation design and delivery in higher education

Simulation is set to play a key role in the pedagogical shift from didactic-based to participation-based (active) learning in higher education. Tertiary educators using simulation as a learning and teaching method have a responsibility to design, deliver and evaluate simulation activities that address a need, are of high quality, and are sustainable.

This unit helps you learn about and apply educationally sound processes and practices required to design, develop and deliver effective simulation programs in the context of higher education.

You will first identify practice-based learning needs and scholarly evidence, which will inform the development of simulation-based learning activities and programs. You will then develop knowledge and understanding of simulation modalities through a critique of contemporary simulation practice. Finally, you will apply this knowledge and understanding by employing selected models and theories of learning, exploring educator and learner characteristics, and considering ethical, moral and legal issues relating to simulation-based learning in higher education. Scholarly evidence will be combined with practical community wisdom as important sources of learning.

The overall aim of the unit is to prepare you to optimise the learner and learning experience of simulation as a theoretically and practice-informed learning and teaching method in higher education.

Assessment and evaluation

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

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

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

Debriefing frameworks and reflective learning

Debriefing is understood to be the phase of simulation-based learning where meaningful learning occurs. This unit introduces educationally sound practices required by clinical educators to design, facilitate and evaluate effective post-simulation debriefings in the context of health care simulation.

You will critically evaluate contemporary debriefing practice in the context of health care simulation. In doing so, you will explore the concepts of reflection and reflective learning and practice and apply these to simulation design. You will plan, conduct and evaluate debriefing sessions designed to guide performance review, promote reflective learning, clinical reasoning and clinical judgement, therefore promoting change in cognition, attitude and performance. You will develop strategies to address challenges relating to debriefing activities and to embed a process of review and refinement to further improve debriefing.

The aim of this unit is to support you in the development of the skills, knowledge and performance outcomes required to appraise, select and implement purposeful debriefing strategies in health care simulation education.

LEADERSHIP AND MANAGEMENT IN HEALTH CARE

Master of Leadership and Management in Health Care

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

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

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

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

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

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

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

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



MENTAL HEALTH (NURSING)

 Online

Our 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
- 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
- professional development opportunities to keep pace with such change
- articulation between the graduate certificate, certificate, graduate diploma, and masters programs.

Entry requirements: To apply for this course you must:

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

Career outcomes:

- Clinician
- Case manager/worker
- Team leader
- Service manager
- Liaison nurse
- Triage manager
- Psychiatric consultant and liaison nurse

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

Note: Registered nurses who successfully complete the Graduate Diploma of Mental Health (Nursing) or Master of Mental Health (Nursing) will meet the qualification criteria of the Australian College of Mental Health Nurses Credential for Practice Program. ACU offers generic postgraduate Mental Health programs for allied health professionals, and postgraduate Mental Health (Nursing) programs with a nursing focus.

PLEASE NOTE: At the time of printing these programs were under review. Please visit our website for updates.


Graduate Certificate in **Mental Health (Nursing)**

 1 yr PT

Graduate Diploma in **Mental Health (Nursing)**

 1 yr FT (or equivalent PT)

Master of **Mental Health (Nursing)**

 1.5 yrs FT (or equivalent PT)



MENTAL HEALTH (NURSING) – SAMPLE COURSE MAP		
GRADUATE CERTIFICATE IN MENTAL HEALTH (NURSING) – YEAR 1 (PT ONLY)		
Semester 1	Holistic individual centred mental health nursing practice*	Recovery orientated mental health nursing
Semester 2	Balancing risk in recovery	Reflective practice and clinical supervision in mental health nursing
GRADUATE DIPLOMA IN MENTAL HEALTH (NURSING) – YEAR 1 ADDITIONS		
Semester 1	Health promotion and social inclusion in mental health nursing	Interpreting health research
Semester 2	Research stream Healthcare ethics: principles in practice Project stream Healthcare ethics: principles in practice	Qualitative research methods, or Quantitative research methods Leadership in health care
MASTER OF MENTAL HEALTH (NURSING) – YEAR 2		
Semester 1	Research stream Research dissertation part A Project stream Mental health nursing project	Research dissertation part B Two electives

*It is expected that you will be engaged in employment in a mental health service while undertaking the unit Holistic individual centred mental health nursing practice.

Holistic individual centred mental health nursing practice

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

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

Recovery-orientated mental health nursing

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

This unit examines the guiding principles of a recovery-orientated approach to mental illness and distress. A recovery-orientated approach emphasises hope for the future, while it values and respects the uniqueness, expertise and experience of the individual, their family/group, and their community. Principles of recovery-oriented mental health nursing, including recognition of the uniqueness of the individual, real choices, attitudes and rights, dignity and respect, 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 toward recovery.

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

Balancing risk in recovery

This unit was developed to provide you with an opportunity to explore contemporary mental health practice in settings where consumer rights may be compromised as a result of perceived risks. Using a recovery-orientated approach, you 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. You will explore concepts relating to mutuality, negotiation, dignity and choice in decision-making.

Reflective practice and clinical supervision in mental health nursing

This unit explores the principles underpinning personal and professional development and reflective practice, in order to promote the development of higher order critical thinking supportive of professional mental health nursing practice at an advanced level. You will explore the importance of self-awareness when monitoring their own practice and the extent to which they work within personal, professional and organisational values and principles. You will explore contemporary opinion and research on emotional intelligence/literacy and how this relates to 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 nursing practice will be incorporated.

Health promotion and social inclusion in mental health nursing

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

Interpreting health research

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

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

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

Healthcare ethics: principles in practice

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

Qualitative research methods

The broad aim of this unit is to provide students with a strong research foundation for those who elect to undertake the research stream at masters degree level. This unit is necessary for students to be able to execute knowledge and skills in order to plan and execute a substantial research-based project, capstone experience, and/or piece of scholarship that responds to an administrative, leadership, educational or clinical challenge in health care.

The unit meets the course objectives of preparing students to analyse and synthesise complex information and to use decision-making skills to respond to emerging challenges within a dynamic health environment. Specifically, this unit aims to develop 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.

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

Quantitative research methods

This unit supports you in developing the ability to identify contemporary and relevant research questions, design and methods for quantitative data collection and analysis. Students will be supported to develop skills in analysing and synthesising complex information, including concepts and theories associated with quantitative research processes. Students will be supported to develop advanced decision-making skills in response to emerging challenges in health care that require advanced knowledge and skill of descriptive and inferential statistical methods, as well as the ability to analyse research validity and reliability. The aim of the unit is to develop students' abilities to use quantitative research methods in the context of health-related research, developing a quantitative research proposal and report writing.

Leadership in health care

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

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

Research dissertation part A

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

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

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



Research dissertation part B

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

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

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

Mental health nursing project

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

Advanced recovery theory and practice (elective)

This unit builds on and extends 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 recoverybased coaching.

MIDWIFERY

Bachelor of Midwifery (Graduate Entry)

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

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

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

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

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

**Away-from-base mode also offered in Brisbane, for Indigenous students only.
**Subject to confirmation. Please check the website for updates.*

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

*Unit commences prior to Semester 1 (two-week intensive).

Introduction to midwifery and care of the pregnant woman

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

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

Introduction to midwifery practice

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

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

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 from previous units provides the building blocks for learning in this unit. Common interventions observed in labour and birth and knowledge of common medications will be explored.

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

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

Clinical midwifery practice 2

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

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

Perinatal mental health

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

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

Midwifery care of the woman with complex needs

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

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

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. You will continue to participate in and learn from the continuity of care experiences (CCE). This unit will help you develop the knowledge and skills regarding

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

Indigenous health and culture

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

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

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

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

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

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

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

Clinical midwifery practice 4: caring for babies

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

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

Global perspectives on midwifery

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

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

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

The inquiring midwife

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

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

Clinical midwifery practice 5

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

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



PARAMEDICINE

Bachelor of Paramedicine (Professional Entry)

📍 Online 🕒 2 yrs PT

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

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

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

Evidence for practice

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

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

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

Ethics in contemporary practice

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

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

Advanced pharmacology

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

Major incident and disaster health

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

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

Pre-hospital management of the chronically ill patient

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

Interprofessional practice

It is a requirement that all health care professionals understand interprofessional practice in health care. Health care professionals need to collaborate and communicate effectively to ensure the best outcomes for the patient. This unit considers

the legislative and regular frameworks across the continuum of health care. Extended knowledge in interprofessional practice is essential for the evolving role of the paramedic in primary and extended health care.

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

Advanced decision-making

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

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

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



PUBLIC HEALTH

Master of Public Health

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

Our suite of postgraduate programs in public health are designed to respond to the evolving role of public health practitioners within the Australian health system, and internationally.

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

Our Master of Public Health program has been specifically designed to incorporate both Australian and global viewpoints on public health. The program includes a unique specialisation option for students, global health and advocacy.

The Master of Public Health will equip you with specialised knowledge, understanding and skills in public health to improve and advance population health and wellbeing. Our public health program prepares you to practice with a community, national or global focus, and with an ethical, social justice perspective.

Throughout the Master of Public Health, there is an emphasis on evidence-based practice, rigorous intellectual enquiry, innovation and thought leadership, as well as development of effective communication and advocacy skills.

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

This specialisation features a contemporary curriculum designed around the United Nations' sustainable development goals. In this specialisation, you will extend your core public health knowledge and skills through studying global health, sustainable development, food security, humanitarian assistance and the importance of advocacy in public and global health.

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

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

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

Entry requirements: To apply for this course, you must hold an undergraduate degree (or higher) in health or a related discipline and meet other specific requirements. Please refer to acu.edu.au/courses for further information on admission pathways.

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

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

**Some elective units not available online*

MASTER OF PUBLIC HEALTH – SAMPLE COURSE MAP				
MASTER OF PUBLIC HEALTH (YEAR 1) CORE PUBLIC HEALTH UNITS				
Semester 1	History and principles of public health	Biostatistics	Determinants of health	Introduction to health sciences research
Semester 2	Health promotion	Epidemiology	Disease prevention and management	Public health law and policy
EXIT POINT: GRADUATE DIPLOMA IN PUBLIC HEALTH				
MASTER OF PUBLIC HEALTH (YEAR 2) GLOBAL HEALTH AND ADVOCACY SPECIALISATION				
Semester 1	Research stream Global health and sustainable development	Humanitarian assistance and health	Public health research thesis A	
	Project stream Global health and sustainable development	Humanitarian assistance and health	Elective	
Semester 2	Research stream Global nutrition and food security	Health advocacy	Public health research thesis B	
	Project stream Global nutrition and food security	Health advocacy	Ethical leadership and social responsibility	Public health capstone
MASTER OF PUBLIC HEALTH (YEAR 2)				
Semester 1	Research stream Elective 1	Compulsory research methods	Public health research thesis A	
	Project stream Elective 1	Elective 2	Elective 3	Elective 4
Semester 2	Research stream Elective 3	Health care ethics: principles and practice	Public health research thesis B	
	Project stream Health care ethics: principles and practice.	Elective 6	Public health capstone	

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



RESEARCH

Master of Philosophy

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

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

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

- an appropriate undergraduate degree with honours at a minimum level of Second Class Division 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

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

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

A PhD may be undertaken by two different means:

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

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

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





Joanne Yates
Senior Leaders'
Program graduate

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Just as tomorrow's challenges will bear little resemblance to those of today, great leaders will look nothing like the models we've become familiar with.

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postgraduate qualifications uniquely created for today's busy professionals.

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We believe standing still is not an option. We want to encourage you to be curious as you pursue your journey of personal growth, and pave your own way through the complexity to make a difference.



MASTERCLASSES AND SHORT COURSES

- Influence people
- Negotiation leadership
- Senior leaders' program



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- Leading resilient enterprises
- Leadership and Catholic culture
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- Psychology of risk
- Family and systemic therapy



CONTACT US

(02) 9739 2652
acu.edu.au/executiveeducation
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