

GC-MHSC Graduate Certificate in Mental Health Science

Year and Campus:	2016 - Parkville
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	50 credit points taken over 12 months part time.
Coordinator:	Associate Professor James Olver
Contact:	<p>jamesso@unimelb.edu.au (mailto:jamesso@unimelb.edu.au)</p> <p>Melbourne Medical School</p> <p>Currently enrolled students:</p> <ul style="list-style-type: none"> # Contact Stop 1 (http://students.unimelb.edu.au/stop1) # General information: https://ask.unimelb.edu.au (http://ask.unimelb.edu.au/) <p>Future students:</p> <ul style="list-style-type: none"> # Further information: http://go.unimelb.edu.au/49in (http://go.unimelb.edu.au/49in) # Enquiries: http://go.unimelb.edu.au/5fna (http://go.unimelb.edu.au/5fna)
Course Overview:	<p>Mental health issues are an increasing problem in current social contexts. They range from high prevalence problems such as stress, anxiety, depression and substance misuse to severe chronic, disabling and life threatening conditions. The burden of mental health issues is borne by the healthcare system, organisations and the community as a whole. The main approach to managing mental health issues has emphasised a multidisciplinary framework. The Master of Mental Health Science (MC-MHSC) course is aimed primarily at those currently working or planning to work in the field of mental health or for those working in organisations where mental health issues are prevalent. This may include those with backgrounds in nursing, social work, occupational therapy and other allied health fields and also those working in the emergency services, schools and other organisations. The MC-MHSC is a part-time, nested programme with potential exit points of Graduate Certificate, Graduate Diploma and Master. It is themed according to five across the lifespan streams including Infant, Child, Youth, Adult and Aged Mental Health. The programme involves core subjects as well as a number of selectives by stream over the first two years of the course. The third year entails a research project within the nominated lifespan stream of the course. The research project will require students to propose a research question, choose and design a methodology for a relevant mental health issue within their stream, and conduct a research investigation for that lifespan cohort. The aim of the course is to broaden the understanding and skill sets of those working in the mental health field through critical analysis, and practical application.</p> <p>The MC-MHSC involves a tiered approach to learning. The Graduate Certificate (Year 1) provides essential background theory and foundation subjects. Students will be asked to critically appraise the theories and frameworks which lie at the basis of working in the field of mental health. Following successful completion of Year 1, students may elect to exit with a Graduate Certificate in Mental Health Science. Progression to the Graduate Diploma course (Year 2) will require a pass of greater than 70% (H2B).</p>
Learning Outcomes:	<ul style="list-style-type: none"> # To develop advanced knowledge of a broad theoretical framework for the underpinnings of mental health problems including personality development and coping strategies # Demonstrate advanced knowledge of the theoretical bases of interventions in mental health including psychological and pharmacological interventions # Critically reflect on the theoretical bases for mental health problems # Develop advanced skills in generating a broad approach and critical appraisal of the principles of the management of mental health issues # Demonstrate advanced communication skills in the transmission of knowledge and ideas in mental health # To demonstrate a high level of autonomy and responsibility

Course Structure & Available Subjects:	See section below entitled "Subject Options" for streams available in this course.																																																															
Subject Options:	Infant (Stream A) <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>PSYT90027 Infant and Parent Relationship</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>PSYT90080 Clinical Infant Case Studies</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>PSYT90081 Infant Observation and Assessment Skills</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>PSYT90030 Infancy: Family and Social Context</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table> Child (Stream B) <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>PSYT90031 Foundations of Working with Children</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>PSYT90033 Clinical Practicum: Children</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>PSYT90032 Foundations of Working with Adolescents</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>PSYT90034 Clinical Practicum: Adolescents</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table> Youth (Stream C) & Adult (Stream D) <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>PSYT90007 Personality Theory & Human Behaviour</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>PSYT90083 Basic Structured Psychotherapies</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>NURS90012 Psychopharmacology</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>PSYT90085 Mental Health and Substance Use</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table> Aged (Stream E) <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>NURS90012 Psychopharmacology</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>PSYT90083 Basic Structured Psychotherapies</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>PSYT90007 Personality Theory & Human Behaviour</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>PSYT90092 Mental Health and Ageing</td> <td>Term 4</td> <td>12.5</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	PSYT90027 Infant and Parent Relationship	Semester 1	12.50	PSYT90080 Clinical Infant Case Studies	Semester 1	12.50	PSYT90081 Infant Observation and Assessment Skills	Semester 2	12.50	PSYT90030 Infancy: Family and Social Context	Semester 2	12.50	Subject	Study Period Commencement:	Credit Points:	PSYT90031 Foundations of Working with Children	Semester 1	12.50	PSYT90033 Clinical Practicum: Children	Semester 1	12.50	PSYT90032 Foundations of Working with Adolescents	Semester 2	12.50	PSYT90034 Clinical Practicum: Adolescents	Semester 2	12.50	Subject	Study Period Commencement:	Credit Points:	PSYT90007 Personality Theory & Human Behaviour	Semester 2	12.50	PSYT90083 Basic Structured Psychotherapies	Semester 1	12.50	NURS90012 Psychopharmacology	Semester 1	12.50	PSYT90085 Mental Health and Substance Use	Semester 2	12.50	Subject	Study Period Commencement:	Credit Points:	NURS90012 Psychopharmacology	Semester 1	12.50	PSYT90083 Basic Structured Psychotherapies	Semester 1	12.50	PSYT90007 Personality Theory & Human Behaviour	Semester 2	12.50	PSYT90092 Mental Health and Ageing	Term 4	12.5			
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Entry Requirements:	<ol style="list-style-type: none"> In order to be considered for entry, applicants must have completed: <ul style="list-style-type: none"> either <ul style="list-style-type: none"> an undergraduate degree in a cognate field of health or mental health, or within the last 10 years at least five years (full time equivalent) of documented professional experience in a mental health field, including a component of appropriate advanced training, substantiated by two referee reports, which demonstrates health-related knowledge and writing skills comparable to holders of cognate undergraduate degrees. Meeting this requirement does not guarantee selection. In ranking applications, the Selection Committee will consider: <ul style="list-style-type: none"> prior academic performance and/or the professional experience. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Academic Board <u>rules</u> (http://about.unimelb.edu.au/academicboard/resolutions) on the use of selection instruments. 																																																															

	<p>4. Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance band 6.5 (http://about.unimelb.edu.au/academicboard/resolutions) is required.</p> <p>Note:</p> <p>(a) Students undertaking clinical subjects in Stream A (Clinical Infant Case Studies, Observation and Assessment Skills) or Stream B (Clinical Practicum: Working with Children, Clinical Practicum: Working with Adolescents) will be required to be employed in a Health or Mental Health Field and have a current Working With Children check.</p> <p>(b) A hurdle requirement of an average of at least H2B (70%) on the first 50 points is required for progression in the Diploma or Master. Diploma or Master students who complete the first 50 points successfully with a lower average will exit the program and receive the Certificate. Certificate students with an average of at least H2B (70%) will be permitted to enter the Diploma or Master with 50 points credit.</p> <p>(c) A hurdle requirement of an average of at least H2A (75%) on the first 100 points is required for progression in the Master. Master students who complete the first 100 points successfully with a lower average will exit the program and receive the Diploma. Diploma students with an average of at least H2A (75%) will be permitted to enter the Master with 100 points credit.</p>
Core Participation Requirements:	<p>For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability/</p>
Graduate Attributes:	<p>Knowledge Graduates of the Graduate Certificate of Mental Health Science will have advanced knowledge of: The theoretical underpinnings of approaches to understanding the emergence of mental health problems The developmental aspects of personality and coping in mental health The theoretical bases of psychological and psychopharmacological approaches to mental health problems Skills Graduates of the Graduate Certificate in Mental Health Science will have advanced cognitive skills enabling them to: Critically reflect on the theoretical bases of mental health practice Evaluate the strengths and weaknesses of the principles of developmental understandings in mental health Generate a broad-based approach to complex problems in evaluating mental health presentations Graduates of the Graduate Certificate in Mental Health Science will have advanced communication skills to: Transmit knowledge in the theoretical approach to understanding problems in mental health Communicate a synthesis of the broad-based treatment approaches in mental health Application Graduates of the Graduate Certificate in Mental Health Science will have advanced capacity in: Applying theoretical knowledge to clinical scenarios in mental health Developing skilled judgements in the application of the principles of assessment in the Mental Health Field Demonstrating a broad-based framework in the application of theoretical knowledge in the assessment of developmental issues in mental health Communicating and transmitting knowledge and ideas in the field of mental health understanding and management approaches Demonstrating a high degree of autonomy and responsibility</p>