

covers advanced conceptual and theoretical discussion and knowledge concerned with what constitutes the nature of self control, information processing, and the structure of memory and the acquisition of reading skills in relation to developmental progression in children's development. This subject will also develop an understanding of the factors and conceptual underpinnings of the nature of at-risk behaviour in childhood and adolescence. The focus of this subject will be on further developing a wider theoretical understanding of some of the most important issues in relation to threats to normal child and adolescent development.

### **GHMB932 - Principles and Practices of Psychosocial Rehabilitation**

This subject provides students with a contemporary framework for understanding the rehabilitation and recovery process for people with a mental illness. It provides students with a set of knowledge and skills that can be applied in a range of contexts including case management and psychosocial rehabilitation services in both government and non-government sectors located in metropolitan, rural and remote areas. The subject examines theoretical and empirical issues associated with change enhancement, needs identification, collaborative goal setting, and collaborative task setting and monitoring outcomes. The skills component focuses on an understanding of the relationship between the clinician and the consumer (working alliance) and the process of recovery from mental illness undertaken by an individual consumer.

### **GHMB934 Assessment and Diagnosis in Mental Health**

This subject examines the importance of various approaches and methods of assessment, including the assessment interview, the psychiatric history, symptom descriptions, functional assessment and family assessment. The major classification systems of DSM-IV and ICD-10 are examined in relation to their utility in identifying, describing and communicating about mental illness.

### **GHMB935 Case Management in Mental Health**

Provides an overview of intervention and treatment options for people presenting with acute psychiatric disorders as well as those requiring more intensive rehabilitation. Principles and strategies for crisis intervention, including pharmacological management and family and social network interventions are examined in detail. The principles and practices of case management are examined and utilised as the basis of current and subsequent service delivery.

### **GHMD983 Statistics in Health Research**

Introduces basic statistical concepts and methods. Topics covered: collecting data, designing statistical studies, principles of data presentation; exploratory data analysis, probability and statistical models emphasising binomial and normal distributions; categorical data, contingency tables and the Chi-squared distribution; sampling, sample means and the central limit theorem; inference - point estimation, confidence intervals, testing hypotheses; inference about single parameters; comparing means and proportions, analysis of variance, demography.

### **WHY STUDY AT THE UNIVERSITY OF WOLLONGONG**

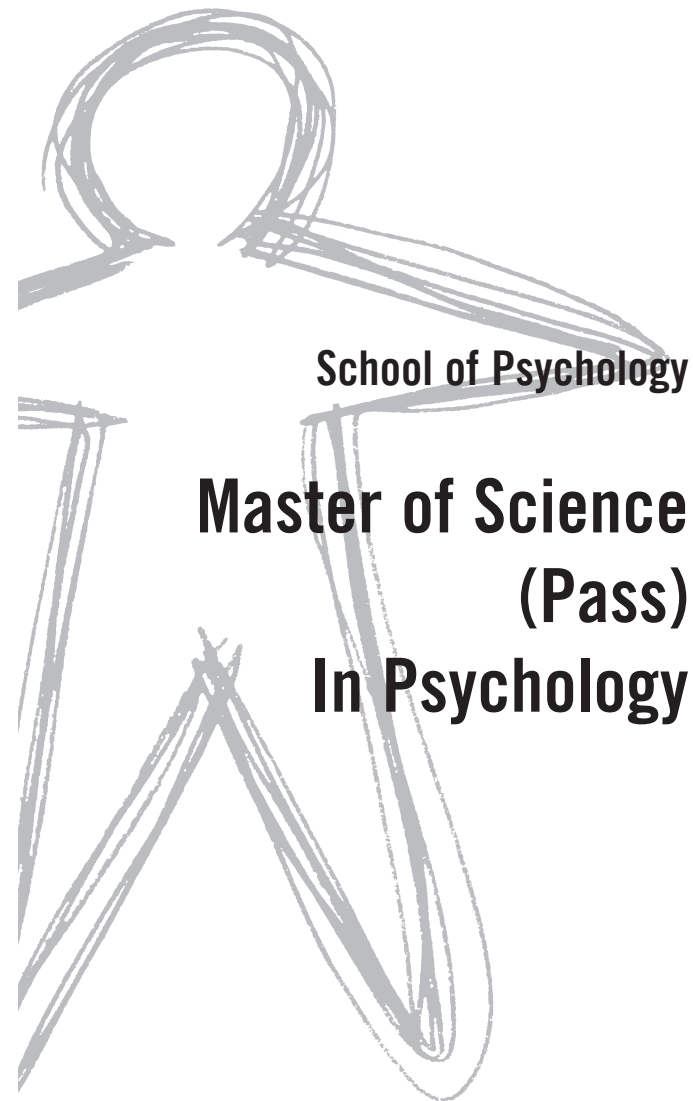
The School of Psychology offers excellent facilities and staff which guarantee high quality education and opportunities for first rate research. It boasts extensive computer facilities as well as teaching and research laboratories which are equipped with the latest technology and supported by a team of professional technical staff.

Students will find the pleasant atmosphere of the University of Wollongong campus a relaxing and enjoyable one in which to study.

For further information about this or any other courses offered by the School of Psychology, see the School website <http://www.uow.edu.au/health/psyc/>. Or contact the School Administrative Assistants: by phone, (02) 42213742; or by email, [psycsec@uow.edu.au](mailto:psycsec@uow.edu.au). Application forms are obtainable from the University of Wollongong, Northfields Avenue, Wollongong, 2522, or [www.uow.edu.au/prospective/forms/](http://www.uow.edu.au/prospective/forms/) and should be lodged with transcripts showing details of previous study. Applications close 31 October.

**Note:** This information was correct at the time of preparation (February 07) but may change.

\*Because the Australian Psychological Accreditation Council does not accredit 4th year degrees named "Masters", this masters course does not count as an approved 4th year from which to proceed to 5th and 6th year APAC accredited masters courses in Australia. The School offers other 4th year courses for this purpose. See: <http://www.uow.edu.au/health/psyc/>. For information about the Council, visit [www.apac.psychology.org.au](http://www.apac.psychology.org.au). For information about professional bodies, their regulations, and about post university practice as a Psychologist, please contact the Australian Psychological Society and the New South Wales Psychologists Registration Board directly. The School's representative of the Australian Psychological Society, Mitch Byrne, can also answer APS queries.



School of Psychology

# Master of Science (Pass) In Psychology

University of Wollongong



February 2007

The Master of Science (Pass) is a postgraduate degree offering Master of Science (Pass) in Psychology.

The Master of Science (Pass) is a postgraduate degree offering a fourth year of study to graduates with a major in Psychology. It is intended for those who are interested in studying Psychology at an advanced level beyond the Bachelor's degree.\*

The Master of Science is very similar in structure and requirements to the Postgraduate Diploma in Psychology - details about facilities, meetings, etc. can be found in the 4th Year in Psychology Guide via the School Website.

The Master of Science (Pass) in Psychology is a fee paying course. (Fees for local students for 2007 are expected to be \$7440).

## ADMISSION REQUIREMENTS

Eligibility for entry to the Master of Science (Pass) in Psychology program depends on the successful completion of Bachelor's degree from the University of Wollongong with a major in Psychology, or an equivalent qualification from another institution approved by the Council of the University of Wollongong. Entrance is competitive and calculated on the average of undergraduate psychology subjects.

## COURSE STRUCTURE

The Master of Science (Pass) in Psychology requires the successful completion of 48 credit points (cp) made up of the following subjects:

- GHMC979: Major Research Project (18 cp)
- GHMC985: Principles and Practices of Psychological Assessment (6 cp)
- GHMC988: Contemporary Issues for Professional and Research Psychologists (6 cp)
- GHMC989: Advanced Abnormal Psychology (6 cp)

Plus: two (2) electives chosen from the following:

- GHMC978: Child and Adolescent Psychology (6 cp)
- GHMC984: Social Psychology and Health (6cp)
- GHMB932: Principles and Practices of Psychosocial Rehabilitation (6 cp)
- GHMB934: Assessment and Diagnosis in Mental Health (6 cp)
- GHMB935: Case Management in Mental Health (6 cp)
- GHMD983: Statistics in Health Research (6 cp)

GHMB subjects are from the Nursing School and GHMD from the School of Health Sciences and permission from

the appropriate Head of School is required for MSc students to take them.

Part time students would normally do GHM988: Contemporary Issues for Professional and Research Psychologists (6 cp) in their first year, and GHMC979 Major Research Project (18 cp) in their second year, and fit the other subjects around these, depending on the sessions in which subjects are offered, to get as even as possible a spread of credit points per session.

## THE PROGRAM

### Major Research Project (GHMC979)

This subject consists of an empirical study report of 9,000 words. Students complete an empirical study on a research topic chosen from given areas of staff expertise. Projects may be conducted in small groups, however, write-ups will be completed and assessed individually. Weekly research seminars consist of discussion of the research process, selecting a topic, and enhancing writing and oral presentation skills.

### Principles and Practices of Psychological Assessment (GHMC985)

The aim of this subject is to examine the principles underpinning psychological assessment and introduce students to the practices of psychological assessment. The subject is designed to integrate learning in previous years including theories of personality, intelligence combined with statistical theory and then examine how these issues are used in practice. Criteria to understand and evaluate psychological tests will be used as a common theme throughout the subject, including examination of their construct validity. The general ethical issues of psychological assessment will be compared to the specific Australian Psychological Society guidelines for psychological assessment. After examination of the theoretical principles, students will have the opportunity to administer, score and interpret commonly used assessment tools used to assess general intelligence, emotional intelligence, personality, emotional intelligence and vocational preference and psychological well-being.

### Contemporary Issues for Professional and Research Psychologists (GHMC988)

The first part of this subject draws together key issues in ethics, research and professional practices in psychology. Ethics theory will be addressed and ethical and legal issues will be explored in research, therapeutic and professional

settings. The second part deals with contemporary issues in experimental psychology including, for instance the psychophysiology of ADHD, reading disorders, emotional intelligence, etc.

### Advanced Abnormal Psychology (GHMC989)

This subject builds upon previous study in core areas of abnormal psychology, with contributions from personality, learning, and developmental psychology to consider the way theories of human behaviour are translated into tools for understanding and responding to psychopathology. Students will be expected to develop a critical and analytical understanding of the conceptual frameworks and assumptions of a number of major schools of abnormal psychology. Students will actively critique the types of evidence put forward to substantiate the benefits of psychological interventions developed to ameliorate psychopathology. Topics will include: the placebo effect, the ethical and practical problem of defining appropriate controls; implications of using consumer, observer, or practitioner perspectives of outcome; the efficacy vs effectiveness debate; the problem of common vs specific factors in interventions; issues in developing and evaluating theory-relevant qualitative vs. quantitative tools.

Plus: two (2) electives from the following:

### Social Psychology and Health (GHMC984)

This subject addresses key theoretical and empirical issues in the area of Social Psychology and explains their implications for health behaviours. The focus is on the joint effects of internal and external processes in the causation and maintenance of human behaviours. Emphasis is placed on elaborating social psychological models of health behaviours, the roles of attitudes, values and beliefs in shaping different behaviours and the effects of conformity, compliance and life events on behaviour. A range of psychological and health principles will be examined within the context of formulating treatment and evaluation proposals or prevention programs designed to change social behaviours in relation to health issues, such as stress and coping strategies, drug and alcohol abuse, sexual behaviours, exercise and nutrition, and aged care. The applicability of major research findings across cultures will also be addressed.

### GHMC978 - Child and Adolescent Psychology

This subject will review a number of topics essential to understanding the nature of Child and Adolescent development and threats to normal functioning. For example, the subject